

Education Supplement

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Break

Shock horror

Her Majesty's Inspectors were astonished by the state of modern language teaching they found in preparing what turned out to be their savage condemnation of standards in the subject.

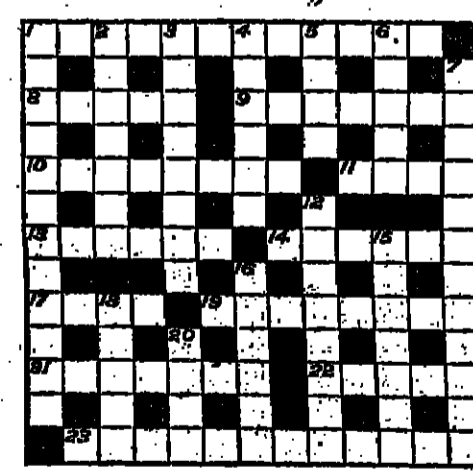
At a conference of language specialists in London last weekend Mr Wigram and the Inspector largely responsible for the report, Mr Michael Salter, were congratulated for their frankness and even courage in producing such an outspoken report.

No criticism of teachers was intended, they said. They inspected schools, not teachers, and their report was descriptive rather than prescriptive.

Some of my best friends

"I'll take the lady in the white jersey next," Mrs Williams, the Education Secretary, said as she marshalled speakers during the first session of last week's Great Debate meeting in Birmingham.

Crossword No 1,078



- Across
1 Is she in part union? (3, 3)
2 Incorporated as a Chaldean city (5)
3 Scared a bit with dove five (7)
4 A side on trial? (4, 4)
5 Cancel the canceller (4)
6 Clerical commands (6)

Down

- 1 Indicates a merry man (5, 4, 5)
2 Detective of itaglio (7)
3 They keep the collections (8)
4 A bit for the Chick-ester porcage (6)
5 Such a tie should surely be ornamental (4)
6 Assault with a stone (5)
7 Play that could have unfortunate results (4, 3, 5)
8 Send a quick message (6)
9 He slept on people who ate late (7)
10 Present company sick together (8)
11 Rocking pin (6)
12 But do we need poverty? (4)

Solution to Puzzle No 1,077
Across
13 Passover light? (6)
14 University players who do not get their blues (4)
15 NCO providing cover in church (8)
16 Old prison entry replacement (7)
17 Dice for would-be whites? (5)
18 You can put your shirt on it without losing your bet (7, 6)



"Dear Sir, Please excuse Dean for being absent this week. We forgot to alter the clocks last weekend."

Balancing act

Rumblings from within the Open University suggest that Julius Gould's article has reverberated in many other places besides our letters columns.

At the best of the OU Council, the university's academic advisory committee has produced a report on course material going out to education students. It says, in essence, that while it is still too early to come to any conclusion about whether there is an unacceptable bias in E 202, the university should indeed look carefully at its methods of monitoring a "balance".

Three Years War

The Annan report (due to be published this week—see page 5) follows the usual pattern of such blockbusters: cracks with the cracks (shown in disjunct notes) papered over by sibilant chiasm.

Maths teasers

THE UNCERTAINTIES OF CRICKET
Have you heard the exciting story of the end of the cricket season for the Willow Wanderers Club? No? It was like this.

At the start of the last match the two opening batsmen, Driver and Glicer, had scored exactly the same number of runs for the same number of completed innings, and were running neck and neck for the silver cup awarded each year to the batsman with the best average.

Soon after he had passed his average for the season Driver was out to a catch on the boundary, having scored 40 runs. When he reached the pavilion he was congratulated by the captain on winning the batting cup, but when the innings was closed, the scorers worked out all

However, Annan faced extra battles. The prose of the final report was as contested as the issues. Annan himself, as readers of his public schools and Essex University report will know, is a stylishly florid writer, fond of cultivating his views with elaborate metaphors.

Father confessor

Maurice Holt, who was until Christmas headmaster of Sheredes School in Hertfordshire, is setting up as an independent education and curriculum consultant, the first in the country as far as he knows.

His idea is for local authorities to hire him in at a head's request. He would then be able to spend a month or two full-time in the school—something no administrator or adviser could ever spare time to do—replanning with head and staff. He could follow this up with further visits.

He's got his eye on both in-service training money—courses for whole school staff on the new curriculum etc.—and on the salaries some authorities appear to be saving by leaving adviser's posts vacant.

Rebuilding Islam

Educationists from the Muslim world began to assemble yesterday at the Mecca campus of the King Abdul University for the First World Conference on Muslim Education.

Western concepts of "knowledge for the sake of knowledge" or "knowledge for the sake of utility" omit the crucial spiritual dimension in all human learning, according to Islamic academics.

Islamic scholars, writing in this week's Extra to mark the conference, claim that the separation of learning and religion is at the root of the "problems of identity and alienation" facing the West.

QUADRISECTING QUADRILATERALS
Which of these types of quadrilateral is quadrisected (ie, divided into four pieces of equal area) by its two diagonals? (a) square, (b) rectangle, (c) parallelogram, (d) rhombus, (e) kite, (f) trapezium, (g) cyclic quadrilateral, (h) isosceles triangle or a rectangle?
D. B. Eperon

And the results were impressive. The fifth year stayed on in their own schools for 100 per cent of them, the lowest one subject at O level or GCE was 92 per cent and five or more subjects each and 28 per cent five or more GCE grades A, A* or CSE grade 1.

The intake? Five-form comprehensive recently increased six in a fairly middle-class area. "But not your Hampstead middle class," says Holt, "compelling parents' choice with reorganised, mixed, ex-grammar schools."

As to Maurice Holt's credentials: he started off with years as a research engineer, ICI, left to go to Bradford University, then to Sheredes School where he became head of maths in 1969.

Next week
Diary of a department teacher in a comprehensive school.
Book: Carl Slewin reviews a collection of studies on ideology; Tony Becker writes about curriculum planning and Rowland Hooley about child psychology; Oxford Hultsham writes about Oxford and Cambridge.

20 pages on education and the Muslim world
Centre pages

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Maths measures make sense

A special retraining programme to create up to 1,500 extra teachers in shortage subjects next year was one of the more unexpected parts of the Budget this week.

The idea is for one-year courses to train unemployed or serving teachers and others with suitable qualifications to teach those subjects the Chancellor called "particularly important to our industrial strategy".

Such a plan is long overdue. The shortages have been apparent for many years and in the key subject of mathematics have been getting steadily worse. Last year about 1,800 more well qualified mathematics teachers were needed according to the Department of Education and Science's own estimates.

The details of this retraining programme are not yet clear—to the Government or anyone else. What is proposed is that the Department of Employment—not the Department of Education and Science which is normally responsible for teacher training—should pay for it through the Training Services Agency.

The agency has yet to work out exactly how this will be done with the local authorities and the DES. The rough idea put forward is that through the local authorities the TSA will pay grants to suitable entrants or re-entrants.

MPs ask why black pupils fail

There should be a high level, independent inquiry into the causes of West Indian children's lack of achievement in schools, and what is needed to improve it.

With the London and Exeter conferences the regional circus has come to an end. Next stage, a Green Paper to be published in May.

Leaders, 2; personal column, Gerry Fowler, 4; foreign news, 12, 13; letters, 14, 15; sport, 16; features, section, 17-19; books; education, 20; music, society, politics, biology, 21; resources, 25; Talkback, teacher behaviour, home visiting, reading, 27; arts reviews; school and community plays, Royal Court Young Writers Festival, television, 62, 67; crossword, bridge, Faraday letters, 68.

readily retrain in these subjects must be limited, though the scheme might turn out to be in-service education in disguise for some of the many under-qualified teachers of mathematics who want to improve their qualifications.

The Department's explanation of this latest example of the Department of Employment doing its job was produced this week by a spokesman as necessary because the DES has no "system" for making such direct payments to local authorities.

The Chancellor also announced a £100m boost over the next two years to help in the rebuilding of the inner cities and the building industry. This is for refurbishing houses and building health and community centres and new factories.

School leavers are also eligible for two other minor employment subsidy schemes announced in the Budget. One will pay employers £30 a week for six weeks to give handicapped employees a trial. This is expected to benefit up to 2,000 disabled people in the coming year.

No comment

"Illiteracy has been greatly reduced and is free up to university level when scholarships and loans are available"—from a pupil's essay on population growth in developing countries.

Heads off Oakes

Headmasters roared with astonishment to Mr Gordon Oakes' call for an end to small sixth forms page 10. They also reject a pay rise page 3.

Great Debate

With the London and Exeter conferences the regional circus has come to an end. Next stage, a Green Paper to be published in May. Reports pages 6, 8. Leader page 2. George Cooke, Letters, page 14.

School safety

Local authorities are responsible for health and safety in schools, not teachers, say government safety watchdogs page 7.

Polish lessons? Poland's schools are going comprehensive, but emphasizing academic achievement in a formal setting page 12.

Classified ad index

'No cover' sanctions stepped up

Teachers in Avon are to step up their campaign against staffing cuts...

Softly, towards a common core

Caution about a rigidly defined common core curriculum; universal demand for in-service training for teachers and much waiting about...

London: Round 7 of the Great Debate. Auriol Stevens reports
Mr A. R. Stephenson, from the London GCE board...

Profiles give pride and purpose to less able

Assessment by profile, on lines recently demanded by Scottish heads, is already used in 72 English secondary schools, writes Bob Doe...

Teachers clash with MP over jargon

Teachers and politicians crossed swords in Westminster last week when the National Association of Teachers of English appeared as witnesses before the House of Commons...

SPECIAL ANNOUNCEMENTS

Fortnight's cruise to Leningrad & The Baltic
FREE tickets for two - first prize in a new competition offered by
SOVIET WEEKLY
7p weekly or on subscription £4 p.a. £2 for six months; students and pensioners £2 for a year

Beyond this basic core there should be courses to foster an understanding of society... Mr Jack Hawkins of the CII (arrangely, answering Miss Jackson's request for a trade unionist to speak) seemed to be offering on behalf of employers considerable financial help with language teaching after school...

Mr P. D. Marsden from the London GCE board, suggested that the answer both to the difficulty of designing a common examination at 16-plus and to combining assessment with flexibility was to examine a core of knowledge by public examination and leave the rest for design and evaluation by teachers...

Survey confirms fears on language teaching

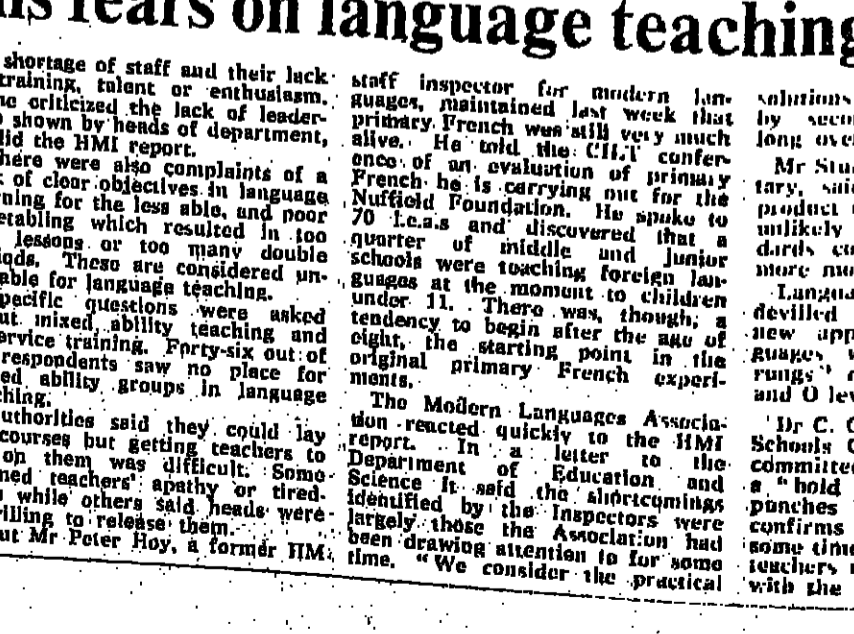
The report from Her Majesty's inspectors severely criticising standards of modern language teaching surveyed last week from a survey of 50 local authorities...



Margaret Jackson: 'school mistress' exhortations



Malpi Hutchesley: rely on



Michael Marland, head, Woodberry Down School. Toby Brown, pupil, Woodberry Down School

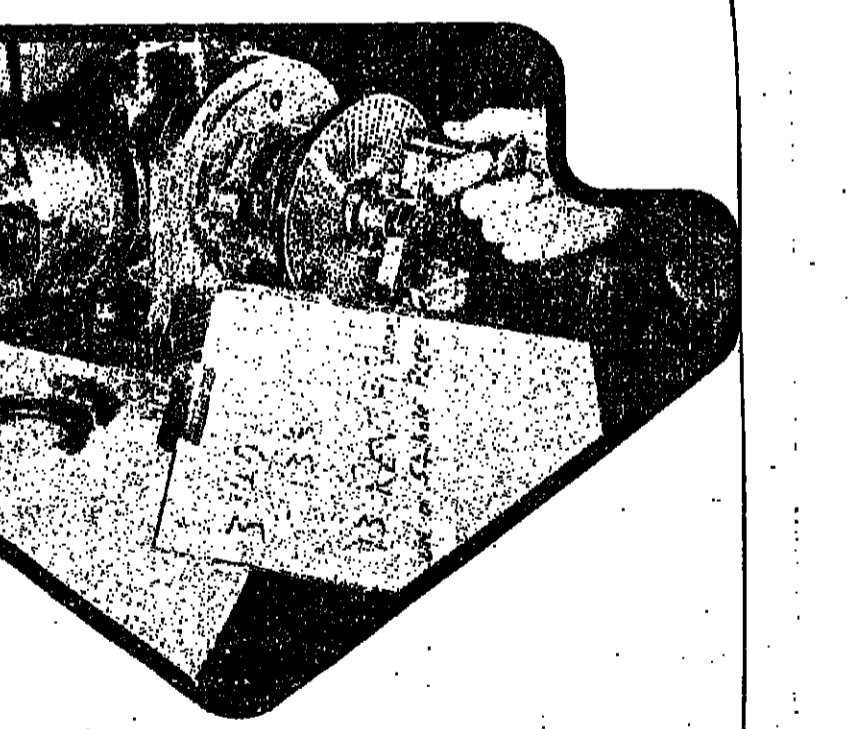
The 'only fair system'

The more examinations come under teacher control the more time off from teaching will be needed to prepare them...

Cheap aids the crucial need

Educational technology suffers from the 'Concorde mentality' - investment in sophisticated and expensive equipment that is of limited use...

A new publication that's believed to be the first of its kind.



BASIC SKILLS IN MATHEMATICS FOR ENGINEERING

A new publication resulting from the joint effort by the Shell Centre for Mathematics, University of Nottingham, and the Engineering Industry Training Board to produce a booklet which would give mathematics, craft and careers teachers authentic information about the day-to-day demands made on engineering craft trainees...

SEE THE ROMAN BATHS AT BATH
Unique in Britain - built over Britain's Hot Springs 2000 years ago. Also Purnoe Room, Reception Room, Museum of Costume, Assembly Rooms, magnificent 18th Century Buildings, 11th Century Minster, C18 Pump Room, Bath.

HMI reports Languages: overtaxed and misled

Sir—As head of the languages department in a comprehensive school and a member of several national committees of language teachers...

three, grades compared with what they would have achieved with the same teacher in a grammar school...

Our task is made more difficult by that very fact: formal grammar is no longer taught from an early age as part of the English course...

'Sorry, dear, vocational grants are off ...'

Sir—A funny thing happened to a student of mine four years ago. She was only a secretary-linguist (for only wanted to be), but she had to take a degree (which she is just successfully completing)...

On a vocational course to work, helping industry to expand its production...

Post early for back-up materials

Sir—The BBC annual programme of 1977 radio and television broadcasts was sent earlier this month to every school in the country with an order form for the supporting publications...

The facts on safety

Sir—Barry Fitton's article ("What Price Safety", February 25) on the effect of the Health and Safety at Work Act on school science teaching contains a number of fallacies...

responsibility to meet these duties, and the matter should be delegated to the individual teacher as it is implied in the article.

COURSES

School Management Course/Conference (residential)

Organised by the NATIONAL ASSOCIATION OF HEAD TEACHERS. This residential Course/Conference is intended for Head Teachers and Deputy Head Teachers...

Classics: no need to be apologetic

Sir—Your article on the HMI report Classics in Comprehensive Schools (March 11) suggests almost total gloom for those who value the study of Greek and Latin.

increasingly demanded by students whose schools did not provide the languages at all.

The project syllabus, exacting in its language content, relates in an obvious way, to work being done in the same school by non-linguistic groups in classical studies.

German on the curriculum

Sir—Is the study of German about to receive an unexpected boost? I quote from The Sunday Times of March 11:

schools as insidious efforts to tilt the balance in the curriculum. The balance in the subject is being tilted in favour of German.

Case for modular revolution

Sir—How refreshing to read (March 4) that a chief education officer, Mr Tomlinson of Cheshire, has spoken out against the present school curriculum.

units of work designed to be of immediate relevance and interest. The pupils, being on advice, would select, in succession, a series of subjects and attainments in each of these would contribute to his academic profile.

There's a war on—and morale is in danger

Sir—I would be grateful if you would allow me, through your columns, to explain and expand upon a few remarks I made towards the end of the Great Debate conference in Peterborough on March 11.

to the education service (and in addition at large) what we as professional educators know to be the learning process—that the child's progress, motivation, and self-fulfilment comes from achievement to which the child will want to master the difficult and unique and eliminate the vulgar order to reach towards his standards.

It is precisely this requirement, albeit one which in the early stages can be related to class instruction, that attracts skilled students into instrumental training and subsequent careers as specialist teachers.

Polys policy

Sir—Along with most of your readers no doubt, I have accepted the claim that the Government's policy to concentrate teacher education in polytechnics, it appears to me, is a disaster.

Role of inspectors

Sir—Since Mr G. W. Nicholls ("Who inspects the Inspectors?" March 18) has produced no further evidence in support of his assertion I need not pursue that matter further.

The Select Committee's Recommendation No. 10 for a joint working party to consider the following comment from the department: "The work of, and recruitment into, the group of inspectors concerned with F.E. will be reviewed; and in the course of that study, local education authorities and others will be consulted."

Singular task of learning to play music

Sir—Our attention has been drawn to correspondence (February 4) in your columns, concerning instrumental teaching in schools, which advocates a specious and misguided solution to the problem of equating quality with economy.

It is precisely this requirement, albeit one which in the early stages can be related to class instruction, that attracts skilled students into instrumental training and subsequent careers as specialist teachers.

Our recent report to the Gulbenkian Foundation on the Training of School Teachers makes a number of recommendations which could lead to a much healthier attitude towards the training of good teachers.

EDUCATIONAL DEVELOPMENT ASSOCIATION BOGNOR SUMMER SCHOOL July 31st-August 12th The Justin Ward Course in Musical Education

UNIVERSITY OF BIRMINGHAM BPhII (EDUCATION) in TEACHING ENGLISH as a FOREIGN LANGUAGE 1977-78

WOLSEY HALL EXPERT HOME TUITION FOR G.C.E. and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship)

Sport Group want to put pep into PE by Stanley Levenson

As the scheme for a Centre of International Sports Studies takes shape...



Ashworth, Dulwich (right), is tackled by Cottam, Hoberdashers' Ash...

All-in boys on long-range rugby tour

Twenty-five senior boys of St. Xavier's, a comprehensive school...

Reggie O'Connor says that girls are still the victims of discriminatory attitudes...

Who is liberated now?

work or technical drawing after the third year. This is also the case with physics and chemistry. There are a number of reasons for this...

'My exam results weren't all that good this year. I went to the careers adviser, and he said, 'Well, what do you want to do?'—the big question. So I said, well I wanted to be a doctor. 'Oh,' he said, and we'd talked about it before, and I don't think I've got—I think I'd have to be really brainy to get in, because I'm a girl. My teacher suggested radiologist.'

'I think men should have careers. If girls want to they can, but I think it suits men really. Once men start out on something, I suppose they go ahead, but women, they always change their minds, and never do good in full-time careers really.'

Another chance for gym girls

The girls of Coloma Convent Grammar School, Croydon, must be wondering what they have to do to win the national junior team championship...

French invaders seek Rugby League honours

Rugby League schoolboys from France arrive in England today...

Gift to young swimmers

A surprise donation of £250 by a local firm and money raised by friends of a special school in the Midlands has enabled its severely handicapped children to use their swimming pool in comfort.

Fencers limber up for title fights

Interest in next week's World Youth Fencing Championships in Vienna, stimulated by Rob Drummond's capture of the foil gold medal last year, is greater than ever.

Where schoolboy cricket is better organized

New Zealand's cricketer vice-captain John Parker, who spent five seasons as a Worcestershire professional, believes representative schoolboy cricket is both more common and better organized in New Zealand than in Britain.

Major associations hold inter-school tournaments—and hold, for instance, splits its area into school sides comprising Northern Districts, with its seven affiliated minor associations, holds annual primary, junior secondary and senior secondary tournaments. A climax of tournaments such as these is the naming of a team to represent the major association, equivalent to an English first-class county, except that there are six of them instead of 17 at a North Island or South Island tournament.



Governing bodies of schools have a role to play as well as by asking about sexism in their own school's curriculum, and questioning their own attitudes when interviewing staff. I have heard candidates criticized, in one case for having doubts about following her husband when he changed counties, and another for giving the women's movement as one of her interests.

COURSES N.B. THE 16+ INQUIRY REPORT THE 16+ INQUIRY REPORT is now out of stock. The Times Educational Supplement much regrets that, for reasons of cost, it cannot be reprinted again.

West London Institute of Higher Education Incorporating Borough Road College; Merle Grey College, Chislehurst Polytechnic. Secure Your Future Convert to Mathematics Teaching

COUNTY OF SOUTH GLAMORGAN Institute of Higher Education Postgraduate School of Art Education PART-TIME COURSES For Teachers In Primary, Secondary, Further and Higher Education, commencing in October, 1977.

Telling it how it is

Few teachers have the time or energy to step back and consider their own practice. Last term, eleven members of a department in a large urban comprehensive kept a detailed diary of one week's experience. Their collective account provides a vivid snapshot of the everyday life of a teacher



Last term we decided as a department to keep individual diaries of a teaching week. We chose one week at random; it turned out to have been a particularly busy one. It included final rehearsals for the school production of *An Inspector Calls*, a great deal of intense union activity, and a number of school meetings.

We sought in the diaries both an account of the week's events and a picture of our preoccupations and beliefs. For us it was a way of investigating how we could say we operated as a department, how we influenced each other, how basic principles were understood, and how they affected our teaching.

Certainly we were running a risk in relying on these diaries as they were used in a wide variety of ways, and obviously served individual needs as well as the declared general aim. Eleven of us in the department joined in discussions over the diaries, and isolated certain strands, which individuals then wrote up. These finally became the article.

It is our belief that we should be constantly developing a common view of English through discussion, and sharing ideas and materials. We do not have a sequential syllabus for the first three years; and in the fourth and fifth years teachers gradually move on to the Mode 1, Mode 3 CSE, or O Level syllabus.

One of the primary objectives of the department is the involvement of everyone in it through the delegation of responsibilities and jobs. There is a "year person" for each year, ready to act as a resource person, and individuals take responsibility for ordering films, overseeing the resources, the CSE course, the visual aids, and so on. Meetings are held on a democratic basis where issues are thrashed out and opinions aired and exchanged. Rarely is policy laid down by the head of department.

As a result, most of us have the opportunity of taking an active part in the running of the department. During this week for example, Jenny, a member of the department, organized a Mode 3 meeting, Barbara called a reading meeting, Linda investigated *Angry River* as a possible class reader for the first year, and Chris and Jenny busily rehearsed in the play *Eddie* was directing.

At a team teaching meeting on the Wednesday chaired by one member of the department, Grant, the head of department, explains in his diary why he enjoyed just talking part in the meeting: "I suppose it's because I've always hoped that the momentum of the department would not rest on my initiatives alone."

We are given the responsibility to think through our principles and how we prac-

tise them. We firmly believe in forming our own syllabus through discussion and exchange of ideas. At times this can become depressing—it would be easier just to follow a set syllabus laid down by an impersonal head.

Linda writes: "I get worried about all the work we seem to do. Surely all teachers don't work this hard? It seems insane at times. Every evening there's centrally encourages the sharing of material. Room J29 is the base for our resources."

On Wednesday, Barbara and Pat met to look through the resources that had gathered on war. Pat notes: "I found the school's material to do with war will be the biggest help with my group work in the next few weeks, although ultimately it is the teacher's interpretation that counts."

Having this room makes it easier for us to get to know each other's kids as it is a space which is always available. This week J29 was often used in this way. Linda spent six periods working with first-year pupils from other coordinated studies classes, Grant spent four periods working with a pupil, John, from Erica's first year, and Peter, from Linda's third year.

Erica explains what a help this can be: "I find John almost impossible to cope with in class. He can move around on a chair more than any person I know, and can disrupt the whole class. Grant agreed to talk to John and lots of things came out of their conversation about his past experience of writing in junior school. Grant persuaded him to just write, not worrying about spelling mistakes, and helped him to produce a book on Guy Fawkes. John is still disruptive, but this week he has read three short stories and produced two pieces of written work."

We try to bring into our lessons as great a variety of writing as possible, including kids' work printed in book form, and occasionally some of the short stories by teachers which were written initially to interest a particular pupil. The four teachers involved that week in the planning of a team-teaching experiment (Barbara, Terry, Jayne and Grant) all mention the time spent collecting material from various sources on the Masai, Eskimos, North American Indians, and Aborigines.

Collecting material can be a lengthy business. Terry describes his efforts on Wednesday: "Free periods can be frustrating things. They tend to go without anything much being achieved, and leave you with a feeling that you have wasted your time. I spent half a free period on a fruitless attempt to phone first Australia House and secondly Canada House. "My call to Australia House kept getting lost somewhere in the GPO's telephone network and my call to Canada House never took place as all external lines from the school were being used when I tried to make it." The department also discussed our use in English lessons of factual material.

Reading is, of course, emphasized throughout the school, although books

are studied in greater depth from the fourth year onwards as part of an exam feel under pressure to "deal with" books (character development, plot, etc), rather than to read them through for the enjoyment and ideas raised in the class.

Denys faces the problem on the Wednesday when he begins, once again, to teach *Kes*. "It must be the sixth time at least that I've taught this book, and I feel I'm rather stale. I'll have to put a lot of thought into some of the less obvious things I can do with it. They had a look at some of the dialect towards the end of the lesson—perhaps I can do something on that in more detail. I wonder how?"

Upper-school teachers are always looking for ways to get the kids involved in the set books. Drama and discussion seem to have played an important role in that during the week. Chris mentions acting out part of *Coriolanus* with his sixth form, and a large part of Eddie's, Chris's



made about reading. Keith sort of given it up, Miss, teased the information that he off-day today, Miss, I can't recall while Sylvia always avoided books by offering to tidy Brian's desk. Finding these attitudes very unhelpful, we put a lot of energy into talking to his class about the books they are reading. Available books which will appeal and are "good stories" are put on another one like that, *Mind your business*, but only Grant and by the second and third years. Barbara teaching a class outside their school, Grant a third year and books, enjoying and finishing shared talk and ideas which are class readers.

The full department meeting was a major event in the week. We had an exam syllabus, although of course material not traditionally used in class—historical material concerning the Suffragettes, and items from the CSE in their teaching.

Lesson ideas but also raised questions. As Grant notes: "I thought he wasn't going to go—he looked with the material [associated with the children's novel]; we felt every suspicious." At a break I had an interesting conversation with my second year girls about make-up, and this brought a few interesting details about their home material was important in the play. It also pleased me because I thought that although I tell them off in class, they will-like and trust me enough to chat and Jenny writes: "I found it very useful to hear what you all think."

Two reasons: I could hear other criticisms and comments on the pack, and so rethink certain aspects that "I got involved in the meeting. Barbara had brought on *Sullragettes* which I may be able to use it in connection with *An Inspector Calls*."

There were also meetings with the concern of only lower or upper school teachers met on Tuesday. We would assess the progress of our reading groups. It was suggested that we look at Herbert Kohl's *How to assess in Reading, How to use it*. How we could adapt it for our own use.

There was quite a lot of controversy about the scheme, and some negative feeling about it. It left Terry and Barbara, feeling that it was a bad meeting. There were very few positive comments quite a lot of sniping at details.

To quote Barbara: "I felt that of the arguments were pretty good and I often felt we were discussing when ideas coincide or English department they never disagree. Linda felt she gave

from it: "I found it very helpful, although I probably sounded negative usually."

Monday lunchtime there was a Mode 3 meeting to begin the moderation process for one element of the course, the topic. Jenny says: "I found it helpful looking at each other's work—it's very satisfying seeing we've had similar success and success, and we can now go on to modify improve the course where it needs it."

One problem of the meeting was the still difficult for us to see ourselves as in charge of all of 5Y, rather than individual teachers who want to see their work as best. But these negative feelings are small compared with the advantages that working in a group have: stimulating work, thinking about what we really looking for in kids' work."

Important as formally convened meetings are, it is apparent that informal meetings are of even more immediate use. "Denys gave me a good idea on Wednesday. He's been working in his fourth year getting them to write for younger children, and then giving pupils illustrate them."

What is particularly interesting is the way he's made them really think about their audience, what exact age group they're writing for, what language and ideas are suitable for six-year-olds and what for nine-year-olds. I think I'll try this with 4Y."

While the principles which guide our activities do run throughout the school, we approach to different year groups very considerably. This seems to have to do with the age groups we're teaching, but it also seems associated with the organization of teaching groups. The department is effectively divided into two and upper schools due to time-sharing difficulties, with only Grant and Barbara teaching a class outside their school, Grant a third year and books, enjoying and finishing shared talk and ideas which are class readers.

The full department meeting was a major event in the week. We had an exam syllabus, although of course material not traditionally used in class—historical material concerning the Suffragettes, and items from the CSE in their teaching.

Lower school teachers make greater use of individuality in their classes, and of the personalities making demands on their teaching.

Grant came in to take questions. As Grant notes: "I thought he wasn't going to go—he looked with the material [associated with the children's novel]; we felt every suspicious." At a break I had an interesting conversation with my second year girls about make-up, and this brought a few interesting details about their home material was important in the play. It also pleased me because I thought that although I tell them off in class, they will-like and trust me enough to chat and Jenny writes: "I found it very useful to hear what you all think."

Two reasons: I could hear other criticisms and comments on the pack, and so rethink certain aspects that "I got involved in the meeting. Barbara had brought on *Sullragettes* which I may be able to use it in connection with *An Inspector Calls*."

There were also meetings with the concern of only lower or upper school teachers met on Tuesday. We would assess the progress of our reading groups. It was suggested that we look at Herbert Kohl's *How to assess in Reading, How to use it*. How we could adapt it for our own use.

There was quite a lot of controversy about the scheme, and some negative feeling about it. It left Terry and Barbara, feeling that it was a bad meeting. There were very few positive comments quite a lot of sniping at details.

To quote Barbara: "I felt that of the arguments were pretty good and I often felt we were discussing when ideas coincide or English department they never disagree. Linda felt she gave

continually being modified by the personalities of the pupils.

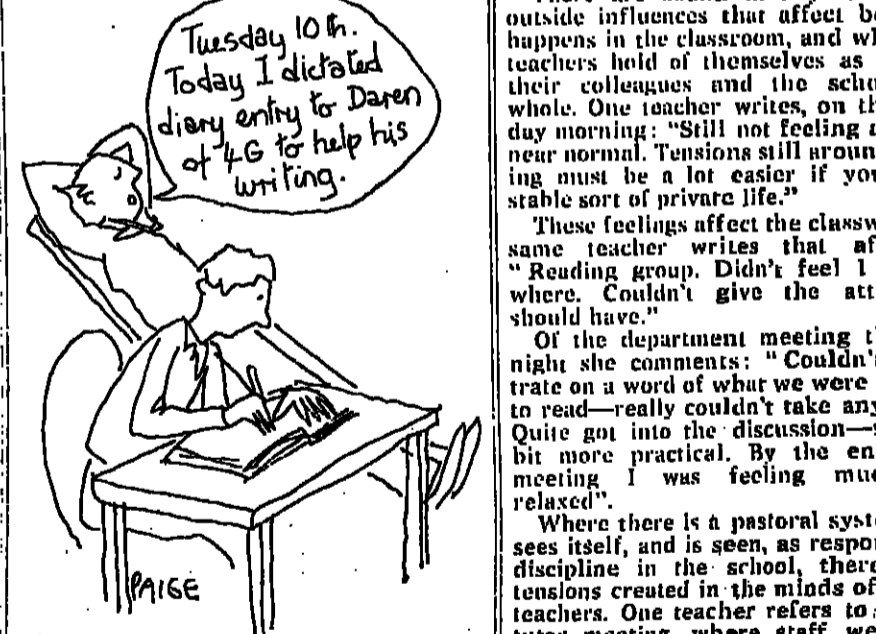
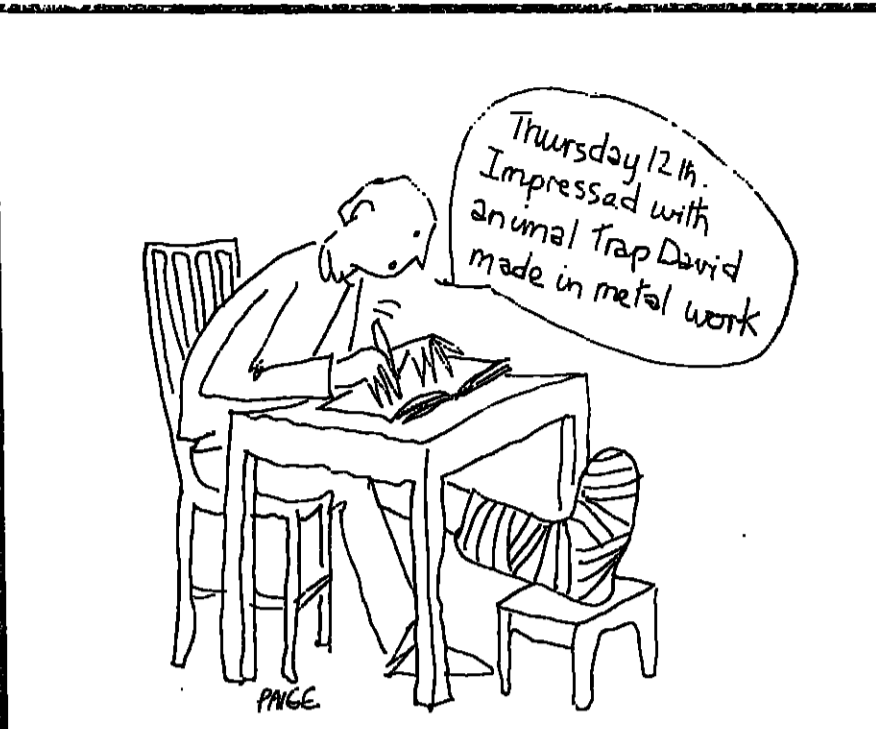
Upper school teachers on the other hand, make fairly off-hand comments on their classes:

Denys: "5Y are a bit lively too—it must be the weather..."

Chris: "5R continued with their diaries from *An Inspector Calls* without bothering me much all lesson."

Jenny: "Dave, our student, was away so I went to 4Y lesson totally unprepared. It was foggy so I pointed to the fog outside. Luckily, I had two fog poems in the room, so we read and discussed those and they wrote their own poems—worked extremely well."

The Upper School teachers all have a sense of the groups they are teaching, but rarely reflect in the diaries an emphasis on individual pupils. They reflect a concern with giving the class—the whole group—a direction.



There are bound in any week to be outside influences that affect both what happens in the classroom, and what views teachers hold of themselves as teachers, their colleagues and the school as a whole. One teacher writes on the Thursday morning: "Still not feeling anywhere near normal. Tensions still around. Teaching must be a lot easier if you have a stable sort of private life."

These feelings affect the classwork: the same teacher writes that afternoon: "Reading group. Didn't feel I got anywhere. Couldn't give the attention I should have."

Of the department meeting that same night she comments: "Couldn't concentrate on a word of what we were supposed to read—really couldn't take anything in. Quite got into the discussion—seemed a bit more practical. By the end of the meeting I was feeling much more relaxed."

Where there is a pastoral system which sees itself, and is seen, as responsible for discipline in the school, there can be tensions created in the minds of ordinary teachers. One teacher refers to the year to work harder to control behaviour in corridors. She adds: "Pretty soon all of us will be getting authoritarian beyond reason, just because it seems the only possible way to cope."

Apart from other members of the department, adults coming into the classroom have a variety of effects. Terry sums up well a common reaction to having students. On Monday he writes: "The mere presence of students has a nasty habit of making you see things in the way you teach a class which are inadequate, or children in that class to whom you are not giving enough attention. I don't find students good for my self-esteem, but grudgingly admit that they're probably good for my teaching."

Another teacher, a probationer, describes her own and the classes' reaction to a visit from a senior member of staff: "Last two lessons—they're 10 minutes late, very noisy. I was just getting them into line outside the door trying to work out how many were still to come—along

comes Miss T. to observe—help—I get them inside and tell them to read for 10 minutes which gives me time to sort out trouble spots. Miss T. moved around listening to children reading. Why can't I act naturally with her in the room? I'm definitely tenser—don't breeze around as I usually do."

The presence of senior staff, or even pastoral staff, has an effect on teachers generally: normally an unspoken one, but Barbara—an experienced teacher—notes on Tuesday: "Quick cup of tea and then my drama with 2G. This is drama we had prepared the day before. I was slightly apprehensive because the year tutor was not there and wouldn't be very sympathetic to too much noise."

Grant, throughout his diary, records the frustration he felt in negotiating an issue with senior staff. There is a sense in which the discussion operates on two levels, one an educational one, the other to do with personalities. Grant's first session, with one of the senior staff on Monday, lasted an hour.

He writes: "... a sense of a try out: this isn't the real one. I found myself thinking. It's a testing out of positions... We had two interruptions: both served to lessen the formality of the meeting. I finished politely, anyway, with my suggesting that we postpone further discussion until we could meet with all the teachers in question, and the head."

After school on Thursday Grant was given a memorandum, without comment, which seemed to preclude further discussion in any form. Grant commented: "The problem of all this is not just that it's a waste of energy and often irrelevant to education, but that the whole process is destructive of the necessary relationships that should underlie a common effort and joint concern for the pupils."

Another concern of our week was important but time-consuming union business. Little Ilford School, where 30 members had been suspended from the NUT, is the closest secondary school to ours, and views on this matter had caused controversy among the staff. Most department members felt the issues involved to be important, and though union meetings took up time, they made an effort to attend them.

Often they were a cause of frustration, as one person comments: "Funny how meetings really affect work—union meetings of the past week have been so frustrating that the kids must have felt my anger in some way." Decisions had to be made about joining a strike on November 17 officially.

"I'm still not decided about the unofficial action question, but now I've got till Thursday to decide. [Thurs.] Went to meeting and decided had to go as delegate. Believe it."

Lunchtime we had the meeting to discuss action on November 17, and although I didn't agree to it at the meeting I found that by the end of the day I had agreed to be in the delegation and it looked as though I would probably go. I felt concerned but nervous."

"Feel pressure on me to join the strike on November 17, but I'm worried about it... one teacher was persuasive at break, and I can see the point of it all, and in other circumstances I would go out (but that's easy to say)."

The exercise of keeping diaries has raised a number of issues we have not considered before. For example, the interpretation of the differences in teacher-pupil interaction between upper and lower school classes has proved particularly controversial.

Further, we saw that in that week we had not made explicit many fundamental educational ideas. Instead, it seemed to us, the development of a common view of our subject came most fully through the teaching relationships of a group of teachers, constantly exchanging advice and ideas, and accepting, in large measure, joint responsibility for the work of a department. The problems that were thrown up not only made an impact on the individual, but affected the department, too.

From time to time it is necessary to stand back: the diaries have provided us with one way of doing that.

This article was compiled by members of the English Department at Langdon School, Newham: Terry Delaney, Grant Prew, Jenny Green, Erica Holley, Denys Hoyland, Barbara Mitchell, Jayne Oxburgh, Eddie Parry, Pat Smith, Jenie Walden, Chris Walton, Linda Wicks.

Structured ignorance

Robin Maconie on a new music teaching system

Time for Music: Schools Council Project "Music Education of Young Children". Directed by Arnold Bentley.

The history of programmed music teaching methods in this country is a confusion of political ideology, scientific pretence and musical incompetence. The political element is embodied in a belief that all children have a right to learn music, and not just a privileged few.

The German composer Carl Orff devised a music teaching system using simple percussion instruments and pentatonic notes, with the aim of extending a singing-based syllabus to incorporate performance and rudimentary composing skills.

Time for Music, the Schools Council Project music teaching packages for infants (yellow container) and stage 1 juniors (blue), are the bulkier kits of their kind.

Hearts of darkness

Rowland Berry on child crime

Child of a System. By Nuala Arden. Quartet Books £3.95. 7043 216 2. The Deadly Innocents. By Muriel Gardiner. Hogarth Press £5.50. 7012 0429 5.

These two books are about disturbed young people, the events which supposedly shaped their lives, and the revenge which society sought. One is by a psychoanalyst, the other by a novelist, and both have a narrative style.

The series may be discussed. The first is ideological, questioning the fundamental conception of a music teaching system that so stultifies the art and appreciation of music among the very young.

As long as the illusion is maintained that we have a shortage of primary school music teachers, it will be possible to persuade over-worked head teachers that this sort of system is desirable. Each Time for Music kit is designed to be used by a class teacher who, incidentally, has no knowledge of music notation, and it contains sufficient material to last a class for a year or more.

Only the guides, note, not the materials themselves, have been influenced by consumer feedback. The implication that the kit was produced in direct consultation with teachers is misleading. Since guide author Iain Kendall reserves special thanks for the advice of teachers who had not taught music before, it seems that the main reason for field testing was not to invite criticism of the series' approach to music but to seek endorsement of a method from those who, having no musical knowledge, did not know any better.

Each kit consists of sets of cards, basic sets for enclosing in plastic wallets, with which to teach a simple repertoire of note durations, and the notes of the treble clef staff (pitch is invariably in the treble clef, even though children have no difficulty in grasping the fact that notation is relative to the given clef and beyond that, to voice and instrument range).

Cards are rationed out to the class according to a plan embodied in a featured story which lasts the length of the course (ie, a year or more). For infants, the Bertie Bear stories, and for stage 1 juniors, a C. S. Lewis-type morality entitled The Drum of Andrabeg provide a narrative continuity and, hopefully, stimulus for children to pursue practice exercises in pitch and rhythm which on their own are frankly boring.

In addition to all this, the kit also furnishes a number of games and diversions: a spinning top in which note values are printed, to be used for inventing a chance rhythm pattern or simply for killing time ("the one who has written down at least one of each symbol first is the winner").

A set of musical dominoes, made of white painted cardboard in which the dots are replaced by note values. Players simply match minims with minims, crotchets with crotchets, there is nothing else to do. So-called "ladders" in which the same note value of note values with note value obtains, but no overall picture ever emerges. In other words it is made of having to touch children that a crotchet is a crotchet; it does not seem to have occurred to the inventors that the note head makes the duration, and that it looks the same other way up.

Clive Walkley contributes a leaflet of musical games graded according to age and reflecting appropriate course progress. Though his infant level games have attractive simplicity and point, become progressively more complicated and more obviously didactic, and their appeal suffers; many of them in fact read like play verbatim of Sesotho texts of auditory memory.

The aims of the Schools Council research and development project, as set out by the authors, were "1. To increase understanding of how children learn music; 2. To clarify and define the aims of music education for children aged three to 11 in nursery and primary schools; 3. To produce materials for pupils and teachers to help achieve these aims."

The author illustrates how much control can be exerted by individuals - nurses, prison officers and others - who actually run institutions, regardless of the presence of highly qualified superiors who nominally control them.

The trouble with this is that it involves frequent rewinding and frequent repositioning, cassettes, tapes, and cassettes in these days of rapid xeroxing and blank tapes is no small achievement. The book by Professor Mayntz and her colleagues is a cool book, and for those who want this particular sort of research there are much better sources of recipes in English already available.

The proper uses of survey research are indeed central to sociological research, but only if they are not controlled by a mechanical automatism, a positivistic qualification that is a positivistic mechanism of the kind so rightly denounced by Sir Peter Medawar. The work of Mayntz herself has often been most valuable: this volume is typical in being a kind of guide to doing research without reflection, accuracy, and care and again, not the passing examinations without and process research at any serious level with the aid of the present book, although one might fool oneself and others that this was what one was doing. This is a redundant book; its implied definition of sociological reality limits distorts sociological knowledge.

It is time to ask what "critical sociology" - the revisionist Marxism of the revived Frankfurt school - has in fact given us. In the early sixties I was impressed. The violated survivors that I had encountered a decade earlier in Frankfurt seemed to have given way to a new premise for German humanistic sociology. Now I am not so sure. I am no Marxist, but I certainly one must learn from such Marxists. For example, in Britain sociological idiots do not take Sir Perry Anderson seriously, Paul Cannerton has done a fine job of translating and choosing his readings. I would have wished that his philology was more up to date; there is one note on the "positivism dispute" published by Benheim, that he suggests, but that is apparently the "critical sociology" which has run out of steam in our lifetime, seventies this anthology

Now to the materials. These are by and large cheap, badly designed. First tapes. Text and music exercises have been recorded, but badly. Quality is poor, and much improved by normal school amplification. The risk in the practice adopted for most playing which follows the traditional broadcast pattern of 1. repeat, 2. silence for 15 seconds, 3. repeat. It is a pity to repeat an exercise as much as the publisher's instructions insist on. The trouble with this is that it involves frequent rewinding and frequent repositioning, cassettes, tapes, and cassettes in these days of rapid xeroxing and blank tapes is no small achievement.

These books pose questions that they do not answer; neither do they provide any alternative for the way in which we teach music. Perhaps new ideas have been produced, but they are not in this time, but they are not.

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Patterns of society

Donald MacRae

Critical Sociology. Edited by Paul Cannerton. Pinguin £1.50. 14 08 0966 X. Patterns of Society. Edited by Paul H. Mayntz, K. Holm and P. Hoeschele. Pinguin £2.00. 14 08 0995 1. Studies in Contemporary Britain. By Westerngaard and Hensletta Høyer. Penguin £1.50. 14 02 1974 9. Social Science and Public Policy. By Martin Rein. Penguin £1.00. 14 08 0367 X.

Of these four books it is the second by Westerngaard and Resler that is an exposition, an analysis, a unidirectional investigation and therefore the most useful to students because of its value, and a value to students beyond utility in helping them pass examinations. Mr Cannerton's book is a very good anthology, and that in these days of rapidly xeroxed blank tapes is no small achievement. The book by Professor Mayntz and her colleagues is a cool book, and for those who want this particular sort of research there are much better sources of recipes in English already available.

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does suggest. What has been lacking in Frankfurt is that historical culture without which no serious sociology can operate. Its absence is one of the sources of arid scholasticism of sociology as an inferior substitute for epistemology. Alas, I cannot see this good book, if only for reasons of intrinsic difficulty, being much used in the conduct of education while Mayntz et al will no doubt be exploited for the mechanical scoring and marking of examinations. This anthology both concentrates and extends the sociological imagination.

Westerngaard and Resler return us to the obviously empirical, but at a level far above that of Mayntz and her colleagues although, of course, much of the data they use are drawn from survey researches. Their book is quite simply the best single text available for courses on "Modern Britain". The bias of the book is political; class inequality is structurally central to the argument. Even if you discount the authors' politics (as I do) this is a splendidly literate, sustained account of the inequities - and therefore the equities - of distribution, power and opportunity in our society, now, which is lacking (if the thesis is distinct from the account and the analysis were completely true) is an explanation of our continuing social order. But to say that is to say what is wrong with it, and that is what this is a splendid book, and one that, for all its quiet scholarship, requires what a reviewer cannot give, that is a reply. I only hope that students for GCE and higher examinations both use and question this work. The questioning should arise from Martin Rein, equally well known to social administrators in the United States and in this country. The topic of his humane book is not from a scholarly point of view. Social administration has its heroes such as Marshall, Simey, and Titmus, but the distribution of talent in the subject (if it is a subject) certainly it encloses economic and professional professional monopolies is very uneven.

Rein's essays do not make a consecutive book, and they are too wordy, but they are sensible, modestly liberal in a good tradition, and additionally interesting as Rein of MIT is more likely to be taken seriously by policy-makers in Washington and London - perhaps, under Carter, particularly the former. They are also courageous in their sensible moderation.

The solution of the split between facts and values - if you accept the premises that lead to a split, and I don't - escapes. Rein as does any ultimate justification of public behaviour. But the nature of the split and the policy implications of such benevolence are made clearer by his analysis. Only an stratification and social policy is he not too much with what Rein would call a now which are the insoluble quandaries of inequity. In a way this makes his papers relevant to the criticism of Westerngaard.

How do we choose? By Mary Tuck. Psychology and the Environment. By Terence Lee. Methuen Ecopsychology Series £3.00 each. 416 8300 X and 81920 6.

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BIRMINGHAM CITY COUNCIL

COUNDON COURT MIXED COMPREHENSIVE SCHOOL,

Northbrook Road (1,800 on roll)

Required Autumn Term 1977

Deputy Head

Group 13

Main areas of work will be Curriculum Development and related organisation, including timetable.

Closing date 14 days after appearance of advertisement. Conveying disqualifies.

Application forms and further particulars from the Director of Education, New Council Offices, East Street, Coventry CV1 5RS.

coventry

SECONDARY Headships continued

CHESHIRE

CHESHIRE EDUCATION COMMITTEE

Applications are invited for the post of

HEAD TEACHER

of

ORLEANS PARK SCHOOL

Richmond Road, Twickenham TW1 3BB (GROUP 10)

This is a mixed, six-form-entry comprehensive school for pupils aged 11 to 16, opened in new buildings in 1973.

Outer London Allowance of £287, and £312 Supplement payable.

Forms and further details (foilsac stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by Thursday, April 14, 1977.

ROTHERHAM

ROTHERHAM EDUCATION COMMITTEE

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WOLVERHAMPTON EDUCATION COMMITTEE

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AVON COUNTY EDUCATION COMMITTEE

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BUCKINGHAMSHIRE EDUCATION COMMITTEE

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ST. HELENS EDUCATION COMMITTEE

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HAMPSHIRE EDUCATION COMMITTEE

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LONDON BOROUGH OF SUTTON

CHEAM HIGH SCHOOL

(Chatsworth Road, Cheam)

GROUP II

Deputy Head Teacher

Applications are invited for the post of deputy head-teacher of this 6 F.E., 11 to 18 school. Vacancy due to promotion.

Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (s.a.s., please). Closing date 26th April, 1977.

COUNTY OF SOUTH GLAMORGAN

HEADTEACHER: Group 11

(Present roll: 1,120 pupils)

HOWARDIAN HIGH SCHOOL, Cardiff

Applications are invited for a suitably qualified and experienced teachers for the headship of this mixed comprehensive school which falls vacant on 1st September 1977, due to the resignation of the present Headteacher. Further particulars on request.

DEPUTY HEAD TEACHER: Group 13

(Roll 1,850: 12 form entry)

FITZALAN HIGH SCHOOL, Cardiff

Applications are invited for the day to day running of the middle school. The present holder has oversight of girls' discipline and pastoral care throughout the school but this is subject to amendment. The post falls vacant on 1st September, 1977, due to retirement. This is a re-advertisement. Further particulars on request.

LLANRUMNY HIGH SCHOOL, Cardiff

(11 to 18 comprehensive) 2 form entry

HEAD OF UPPER SCHOOL: Senior Teacher Scale 4

To be responsible for forms 4, 5 and 6. Further particulars on request.

CATMAES HIGH SCHOOL, Cardiff

(11 to 18 comprehensive) 6 form entry

REMEDIAL Scale 1

Required for May, temporary remedial teacher for the summer term only.

CARDIFF HIGH SCHOOL, Cardiff

(11 to 18 comprehensive) 4 form entry

GIRLS' PHYSICAL EDUCATION: Scale 1

To teach P.E. and Games throughout the school. Please state specialisms.

RADYR COMPREHENSIVE SCHOOL, Cardiff (11 to 18) 6 form entry

Teaching is in mixed ability classes for the first two years.

MATHEMATICS: Scale 1 or 2

To teach interested science in the first two years and to include A level.

MATHEMATICS: Scale 1 or 2

To teach interested science in the first two years and to include A level.

Application forms may be obtained from the undersigned upon receipt of a stamped addressed foilsac envelope. Closing date 15th April, 1977.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

REMEDIAL POSTS

Head of Department

BRADFORD (City of)

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SECONDARY Art and Design continued
HARSHIRE
WARRICK'S COMPREHENSIVE SCHOOL,
Housley Avenue, Woodville,
Housley Hill, Stratford-upon-Avon, Warwick, CV37 9JF.

LANSHIRE
London Borough of Lambeth, 110 Lambeth Walk, London SW8 5SE.
LANSHIRE
LANSHIRE
LANSHIRE

LEICESTERSHIRE
London Borough of Lambeth, 110 Lambeth Walk, London SW8 5SE.
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LINCOLNSHIRE
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MANCHESTER
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MIDDLESEX
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English Teacher, Scale 3
Home Economics Teacher, Scale 1
Physics Teacher
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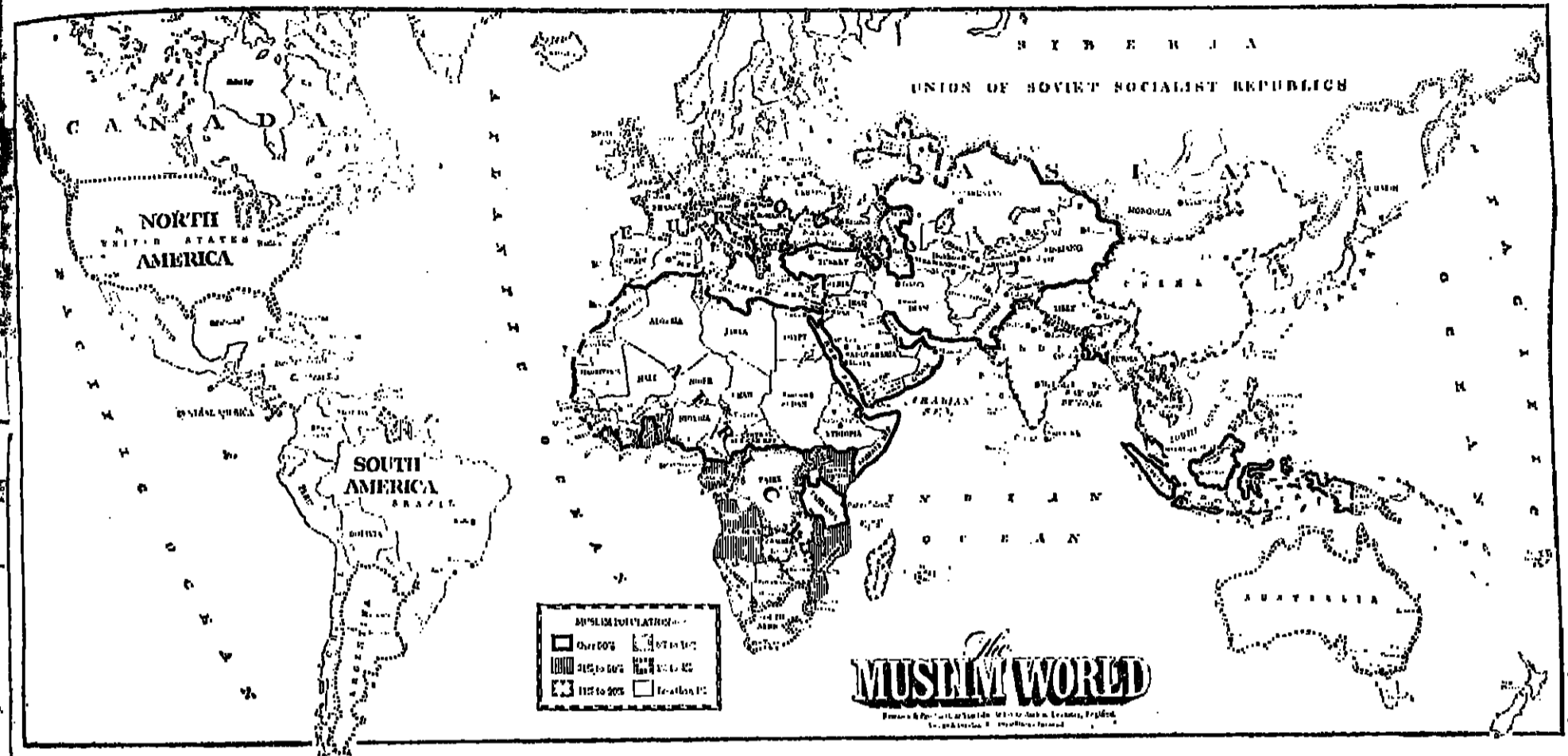
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EXTRA Muslim Education



The Muslim world sees its civilization threatened by the advance of western secular education. Muslim educationists are meeting from March 31-April 8 on the Mecca campus of the King Abdul Aziz University to decide on steps to redress the balance.

Islam: key to the crisis of alienation

by Khursid Ahmad
Of all the problems confronting the Muslim world today, education is the most challenging. The future of the Muslim world may very much depend on the way it responds to this challenge. Education performs at least two basic functions in any society: it is a vehicle for the preservation, extension and communication of the cultural heritage, traditional values and social and national ideals and norms of a people; and it is a tool for change, innovation and development and a major means through which new knowledge and skills are discovered and the manpower produced to meet the demands of socio-economic change. These two functions are not always in harmony with one another. How to reconcile them to produce a new and higher level of convergence is the main concern of the modern educationist in the world of Islam. Islam has been the most decisive factor in the long history of the Muslim world. Islam's concern is as much with building man's relationship with God as with building his relationship with other men and worldly affairs. Islam is a spiritual religion with the moral and the spiritual aspects of life; with the result that the two become two sides of the same coin. Islam also claims to be a complete way of life, dealing with all aspects of man's life—moral, spiritual, personal, social, political, economic, national and international. In this scheme of things, education occupies a unique position. Prophet Muhammad claimed that he had been sent as an educator. He also said that acquisition of knowledge is obligatory on every Muslim. Under this inspiration Muslims developed over 1,000 years an efficient and dynamic system of education. But then, starting some three centuries ago, the system became increasingly unable to meet the challenges that beset the Muslim world. It became over-occupied with the preservation of the intellectual and cultural tradition and ignored the explosion of new learning and technology in the west. The price for this neglect had to be paid. The Muslim world succumbed to the more powerful forces of the west and the long night of colonial rule set in. During this period the traditional educational system shrank gradually and settled to confine itself to religious education only, to the exclusion of all other needs of the society, particularly those concerned with modern knowledge and technology and the socio-economic sectors. This gap was filled by the new system of education introduced by the western colonial rulers. A number of influences that characterized this system are now threatening the Islamic tradition and the modern educational system. Among the more important were the colonial administrators and Christian missionary organizations. The new educational pattern was an imitation of the educational pyramid developed in nineteenth-century Europe: primary, secondary and university education, with a dominant bias towards literary and cultural subjects. The system showed no concern for the cultural and ideological context of Muslim society and tried to suppress secular education whenever possible. It has failed to instill moral values in the new generation. Education in science and technology has failed to keep pace with the increasing demands of modern society. Not only is the technological content less than what is required, the supply of modern education is falling short of the national and international needs in societies where expansion of education is producing increasing educated unemployment. Education lacks an integrative principle. There is over-departmentalization of knowledge, with the result that the whole body of knowledge is not properly integrated within a consistent whole. Muslim educationists are worried, too, over the unreliability of modern education to the religious-cultural context of Muslim society. Their problem, therefore, is one of restructuring the entire educational edifice in such a way that it can cater for the ideological and cultural as well as the technological and professional needs of growing Muslim society. How to do this will be the formidable task facing the international educationists meeting in Mecca this coming week. Khursid Ahmad is director, the Islamic Foundation, Leicester.

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Science learning: a three-way split

Many Muslim countries are pouring huge sums into science education at university level. But school science is often neglected. Ziauddin Sardar reports

From the standpoint of science education, the educational structure in the Muslim world can be divided into three categories: the traditional, the "modern" and the new universities.

The syllabuses of the traditional institutions do not normally include sciences, except perhaps at a very elementary level. The "modern" educational institutions were, by and large, inherited from the colonial administrators and include science syllabuses modelled on the western systems of education. These institutions are well established and teach well-established courses—some of them over two decades out of date and many bearing little relevance to the needs of the indigenous population. The third category consists of newer regional universities and colleges that have developed only in the last 10 to 15 years. Most of these institutions are strongly technically biased, but at the same time they are also, to some extent, Islamically oriented.

What makes these new universities (such as the University of Islamabad; Ahmed Aballo University, Zaire; University of Kuwait; King Abdul Aziz University, Jeddah; Al-Farooq University, Jeddah; Al-Madina and the Centre Universitaire d'Oran and Constantine in Algeria) different from the more established "modern" universities is not just their dynamism and vitality, but also their belief in and efforts to revive a Muslim tradition of science.

The teaching of science in these universities is backed by up-to-date equipment and there is a balance between theoretical and experimental teaching.

The new universities have been created because of the growing realization of the importance of science education for national development. In recent development plans of many Muslim countries science education has received long overdue attention.

In the Second Development Plan of Saudi Arabia, for example, science education has pride of place. This is also true of the current development plans of Iran, Nigeria, Pakistan, Indonesia and Turkey.

The role and place of science education is further recognized by the appointment of university professors to government planning research and linked ministerial and other senior government posts.

However, most of the emphasis has been on prestigious university and higher education; primary and secondary science education has been largely neglected. Many Muslim countries do not have an adequate secondary science education structure to support their existing institutes of higher learning, let alone meet the needs of the planned future ones. Kuwait, Saudi Arabia and Nigeria, for example, are forging ahead with their plans for developing higher education, but comparatively little attention is being paid to science in secondary education.

In existing secondary schools, science education faces two related difficulties: an acute shortage of teachers and inadequate teaching material in local languages. An extreme example of these difficulties is found in some states of North Africa where science is still taught in French—a colonial legacy—but there are no provisions for teaching foreign languages.

Associated with these difficulties is one of the major problems of science education in the Muslim world: the strong bias towards rote learning. Science teachers, often inadequately trained, make no real effort to develop the critical and



Astronomers in Istanbul.

analytical faculties of the students. The syllabus is taken for granted and no attempt is made to create a critical dialogue between the teachers and the students. The curricula are completely examination-oriented and examinations require an exact recitation of the textbook material.

Coupled to the rote-effect is the infamous "Guru Attitude", exemplified by the dictum that the teacher is always right even when he is known to be blatantly wrong. This attitude is nursed and nourished. And at some stage the Guru worshipper becomes the Master Guru himself. Thus the system of mediocrity perpetuates itself.

Another major problem of science education in the Muslim world is the tendency for premature specialization. After a period of science education at what would be considered in Britain to be no more than a Level standard, the student is thrown into "research". This amounts to little more than elevated laboratory work, and produces scientists with very narrow interests and an inadequate understanding of the fundamentals even in their special fields.

There is, too, a widespread bias against experimental work. Many students of science and their professors consider it beneath their dignity to be involved in practical science. As a result it is relatively easy to find good theoretical scientists and mathematicians. Good experimental scientists and technicians, on the other hand, are extremely scarce. This distorted ratio between theorists and experimentalists has resulted in poor application of science to local problems.

Throughout the Muslim world there is still a strong tendency to send students to the west for higher education and training. This is not merely at post-graduate level but quite commonly also at undergraduate level. In some cases this situation is unavoidable, but in all cases it brings a host of problems.

On the whole, foreign, western education is expensive, and often it is irrelevant to the needs and requirements of the country. The curricula and the research interests in western universities are not designed to meet the needs of the Muslim world.

Most of the students educated in the west become misfits in Muslim society. In general, they are over-qualified for the jobs they occupy. By and large they identify themselves with the west, and they look down on the indigenous society. After sampling the life in the west, many fail to return, or only return for the time necessary to fulfil their contracts.

The basic aim of sending students abroad is to provide a crop of scientists and technologists, as well as executives and teachers. However, the net result is often the loss of the most talented students.

At present the oil-producing countries of the Middle East are relying heavily on training their students abroad. Some of them go to

Have degree, will travel

The British Council has a wide-ranging recruitment programme for Britons to teach in the Arab world

The thirst for education throughout the Arab world is comparable with a desert traveller's need for water. One particularly important aspect of the Council's work has been to help governments to recruit personnel for appointments at both university and secondary level, and sometimes for advisory posts in ministries and training colleges. It is perhaps surprising that, although in recent years educational institutions have multiplied throughout the region, there has not been a corresponding increase in the recruitment of British personnel to them.

There has, however, been a significant change in the kind of appointments being made. There is now a greater relative demand for key personnel like heads of departments, teacher trainers, inspectors, advisers and textbook writers—people whose cooperation is especially appreciated in the evolution of teaching methods, the organization of curricula, the production of teaching materials and the development of general educational policy.

Most of the Council's teachers in the Middle East are engaged in English language teaching for which considerable expertise is required. A degree, a university qualification in the teaching of English as a foreign language, experience of a number of years in the normal minimum requirements for all but the most junior posts.

It is also advantageous to have (or acquire) an understanding of the special learning problems encountered by students whose mother tongue is Arabic and who may be more accustomed to learning by rote than by the "activity" methods which prevail in many British schools.

Senior posts require a second degree and a much greater depth of experience encompassing, for example, language laboratory work, preparation of original teaching materials and handling of sophisticated testing techniques.

secondary and primary schools have been built everywhere on a large scale.

Saudi Arabia plans in five years (1975-80) to double its pupil population at each stage of schooling, to raise the number of student teachers in training institutions from 15,000 to 27,000 and to increase the number of literate adults from 84,000 to 500,000.

Kuwait spends 24 per cent of its budget on education, a percentage only narrowly topped by defence; it aims at 182 new schools over the next three years and at increasing the number of university students from 6,500 to 15,000; during the same period, an additional 4,000 teachers will undergo training.

In Qatar in 1974 there were 12,000 boys and 10,000 girls attending all schools; today, total attendance has reached 31,000 and further expansion has been given high priority. The University of Qatar, evolving rapidly from a Faculty of Education, will produce its first graduates this year.

Bahrain, where education has long been well established, has doubled its intermediate and tertiary education in the past five years. In the United Arab Emirates plans for educational expansion—including a university—are also well advanced.

Against this background of rapid development, the British Council has enjoyed for many years a close association with Ministries of Education, universities and schools—largely in supporting the teaching, learning and use of English, but also in strengthening the professional and academic ties between adminis-

trators, lecturers and teachers in Britain and the Arab world.

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Amman University, Jordan: Arab showpiece.

Some teachers may find new challenges in teaching English for specific purposes at university level. The most ambitious recruitment assignments undertaken by the Council recently have been in Saudi Arabia where, at King Abdul Aziz University in Jeddah and King Faisal University in Dammam, whole projects, fully funded by the Saudi Arabian authorities, have been tailor-made to meet the language requirements of students of medicine, agriculture, engineering and architecture. These projects are directed by Council officers and manned by more than 50 highly trained lecturers, materials production specialists and media experts.

For the recruitment of teachers there has also been some changes in financial arrangements. In the past, British money covered the recruitment costs and, in some cases, though not in the oil-producing countries, the salaries of the teachers. Nowadays, however, it is customary for the Council's recruitment costs to be paid entirely by the host country which not only remunerates the teachers but also agrees to pay a "recruitment charge" in the form of a percentage of the first year's salary.

Many teachers succeed in making a whole career overseas, looking to the Council for all or most of their appointments. Those who go to the Middle East face a particular set of problems: getting used to a difficult climate, which may have continuous months of relentless heat and excessive humidity (or, in some places, aridity) and to social pleasures derived more from meeting people than from western-type recreation and entertainment produced for public consumption. On the other hand, many teachers have gladly grasped the opportunity to escape for a period from the pressures of the industrialized world.

Salaries are usually generous, often tax-free. Teachers serving under British Council "Formula" contract terms may expect to receive other benefits, including overseas allowances, allowances for children's education, full medical cover, continued superannuation contributions and free furnished accommodation—an important consideration in countries where the annual rent of a two-bedroom flat may be more than the teacher's annual salary. The prospect of saving a tidy sum during a two or three-year contract can also be very attractive.

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Ziauddin Sardar is a research fellow at the Muslim Institute, London, and information consultant to the Hajj Research Centre, King Abdul Aziz University, Jeddah.

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BOOKS

A wealth of offerings—but how relevant are they?

by Richard James

Each of the epic exhibitions which seem to have become a regular feature of the London cultural scene (Tutankhamun, the Chinese Treasures, Pompeii) has inspired publishers to produce books. The World of Islam Festival has been no exception to this rule and several dozen titles relating to Islamic themes have appeared over the last year or so.

But a paradox remains. All but the most diligent, discriminating and determined of teachers is in danger of drowning in an ocean of irrelevancies. There are hundreds of books on Islam but remarkably few are of direct value to the classroom teacher.

One must in all fairness concede that it is difficult to produce materials for an educational system which, in curriculum matters, is so decentralized—and where, in the case of Islam, variations in classroom treatment will be further complicated by divergent interpretations of religious education. In addition, there are the very different constraints implied by classes which, at one extreme, may include an actual majority of Muslims and, at the other, may consist of 40 children who have never met, or possibly even seen, one.

Nevertheless, there do seem to be some very large gaps in the literature available to the busy teacher. Nor are some of the books which are explicitly aimed at juvenile readers always reliable or, in Islamic terms, perhaps, acceptable.

As an example one might, with regret, cite Carol Barker's *A Prince of Islam* (Macdonald and James, £2.50). I say "with regret" because Ms Barker, whose talent as an illustrator is evident on every colourful page, has drawn on Mughal, Ottoman, Mamluk and Timurid sources to provide pictorial support for her of Al-Mamun.

An I making a pedantic academic objection? I think not. How would one react to a story about an Anglo-Saxon boy which was illustrated with pictures based on original paintings from 15th century Italy and 16th century France? Would one accept them as legitimate illustrations because they were all European and therefore more or less the same thing?

If not, then can one accept a historical or visual sources derived from very different traditions and centuries on the grounds that they are all in some sense "Islamic"?

In contrast to Ms Barker's cavalier approach stands *The Buildings of Early Islam* by Helen and Richard Lenerick (Hodder and Stoughton, £2.50). The authors provide dozens of carefully captioned drawings of mosques, serais, palaces and madrasas. Many are shown in three-quarter section or cut-away perspective, with major architectural features clearly labelled.

Of the many recent published works on Islamic art and architecture the great majority will be kept out of the school library by their high price. This seems particularly unfortunate in the case of such works as *Yves Burckhardt's The Art of Islam: Language and Meaning* (World of Islam Publishing Company, £12.50), which seems, at least to this layman, a model of lucid exposition, and *Geometric Concepts in Islamic Art* by Issam El-Said and Ayse Parman (World of Islam Publishing Company, £7.50), which describes in fascinating detail the structural basis of the central motifs of Islamic design. This approach is also developed in Keith Critchlow's *Islamic Patterns: an Analytical and Cosmological Approach* (Thames and Hudson, £4.50).

Michael Rogers's *The Spread of Islam* (Elsevier: Pion, £3.95) slips nimbly under the price barrier and is therefore a welcome exception to the rule. Professor Rogers treats us to a superbly illustrated survey of Islamic civilization from the 7th to the 15th century through the medium of its art and in particular of its architecture. When we turn from the visual to the verbal we do not find any single volume which could complement Professor Rogers's work, although there are some very useful chapters in the *Introduction to Islamic Civilization*, edited by R. M. Savory (Cambridge University Press, £9.50), notably "What the West borrowed from the Middle East" and "Christianism versus Islam" (14



Mosque on the Makerere campus, Uganda.

BOOKS

Getting to know the Arabs

Hilary Finch

An intelligent, seemingly informed and well-read friend of mine was looking at some photographs I had taken in Egypt and asked me why the Egyptians did not wear "proper" dresses. Egyptians are, he said, all Arabs (are they not?) and all Arabs (are they not?) are equal oil, oil equals shafts and South Kensington, veiled wives and chauffeur-driven Rolls. And so on.

More educated British and European who ought to know better really know very little at all about what we learned at the World of Islam Festival last year—a whole lot more remains to be known about the infinite variety, the unity and the diversity of the Arab world.

Peter Mansfield (*The Arabs*, Allen Lane, £5.50) speeds up the whole process of informing and understanding in his comprehensive tripartite study of the Arab nations—Morocco in the west to the United Arab Emirates in the east. In the past, their individual characteristics and their present circumstances are all carefully described. In some ways it is a good idea to start at the end of his book. It is in the final section, "The Arab World Today", that Mansfield presents the *raison d'être* for his study and prepares us to view things through Western eyes.

"Through Arab Eyes" He articulates and suggests reasons for East-West misunderstandings and deals with three muddled questions: Arab unity, Palestine and the oil weapon. Back in the bulk of the book you will find woven into the recounting of events from prehistoric times to past. But most teachers are concerned with Islam as a social reality in the present.

There is remarkably little accessible material to help them to develop their understanding, although Charles Waddy's *The Muslim Mind* (Longman, £6.75) is a gallant attempt to embrace the diversity of Islamic reactions to the modern world by presenting the reader with a compilation of short extracts from a wide range of sources.

The author touches on a great variety of topics from the Arab-Israeli conflict to contemporary Sufism, but the treatment of each is necessarily superficial and scrappy, given that the entire book is less than 200 pages in length.

Patricia Jeffery's *Migrant and Refugee Pakistani families in Bristol* (Cambridge University Press, £4.95) may well prove extremely valuable to teachers working in multi-cultural schools who wish to achieve a better appreciation of the cultural background of their Muslim pupils. Dr Jeffery offers a great deal of information about the process of migration, the problems of cultural adjustment and the pattern of family relationships.

By contrasting the experiences of Muslim Pakistanis with those of their Christian compatriots she offers us some insight into the question of how far a Muslim Pakistan's difficulties arise from his position *qua* Muslim and how far from his position *qua* Pakistani.

Much material is being made available through learned journals but such sources are in practice inaccessible to the busy teacher. It could perhaps usefully be collated into a "reader". And there is still so much that we simply do not know. Pending the advent of more substantial works we must be grateful for such pamphlets as Muhammad Akram's *Far Upon the Mountain* (British Council of Churches) and Dr Faruq Hashmi's *The Pakistani Family* (British Community Relations Commission).

Perhaps some of the many Muslim organizations could be persuaded to turn their attention to this field and challenge the views of teachers such as the one who stoutly maintained to me that Muslim children never played with toys. We do need to know about Islam. But even more urgent of our need to know about Muslims.

Richard James lectures at the School of Oriental and African Studies, London University.

Islamic panorama

Arabic and Islamic Themes (Luzac and Co., £12) consists of 21 essays written over the past 15 years by Dr A. L. Tibawi, a distinguished Palestinian scholar who has recently retired as a lecturer on Islamic education at the University of London.

He ranges freely over the fields of education, history and literature, writing on such varied topics as "The Philosophy of Muslim Education", "Is the Qur'an Translatable?", "T. E. Lawrence, Faisal and Weizmann" and "The Palestinian Arab Refugees in Arabic poetry and art."

His final essay is "The City of Jerusalem", which was commissioned by the *Encyclopaedia Britannica* but never published because of objections by Dr Tibawi to the way it had been edited.

One of the most interesting e-ssays is his "Genesis and Early History of the Syrian Protestant College"—in other words, the early story of the American University of Beirut, that extraordinary institution which has kept going right through the civil war.

Another is Dr Tibawi's fascinating account of the final surrender of the holy city of Medina to the allies after the First World War, much of which will be new to most students of the Arab Revolt.

To me this otherwise interesting book is slightly marred by the author's tendency to self-justification when faced by criticism *vide* the lengthy appendices. One looks forward, however, to Dr Tibawi's next work, just completed, on British-Arab relations.

Between two stools

Systematic and rigorous studies on the objectives and results of education in the Muslim world are few and far between. *Education in Pakistan: an Inquiry into Objectives and Achievements* by Ishtiaq Hussain Qureshi (Karachi, Muzaf Ltd, \$12.00), is an outstanding contribution. Although the book is a case study of the background, growth and performance of modern education in Pakistan, the issues it discusses, the problems it analyzes and the insights it offers are valid for the entire educational landscape of the Muslim world.

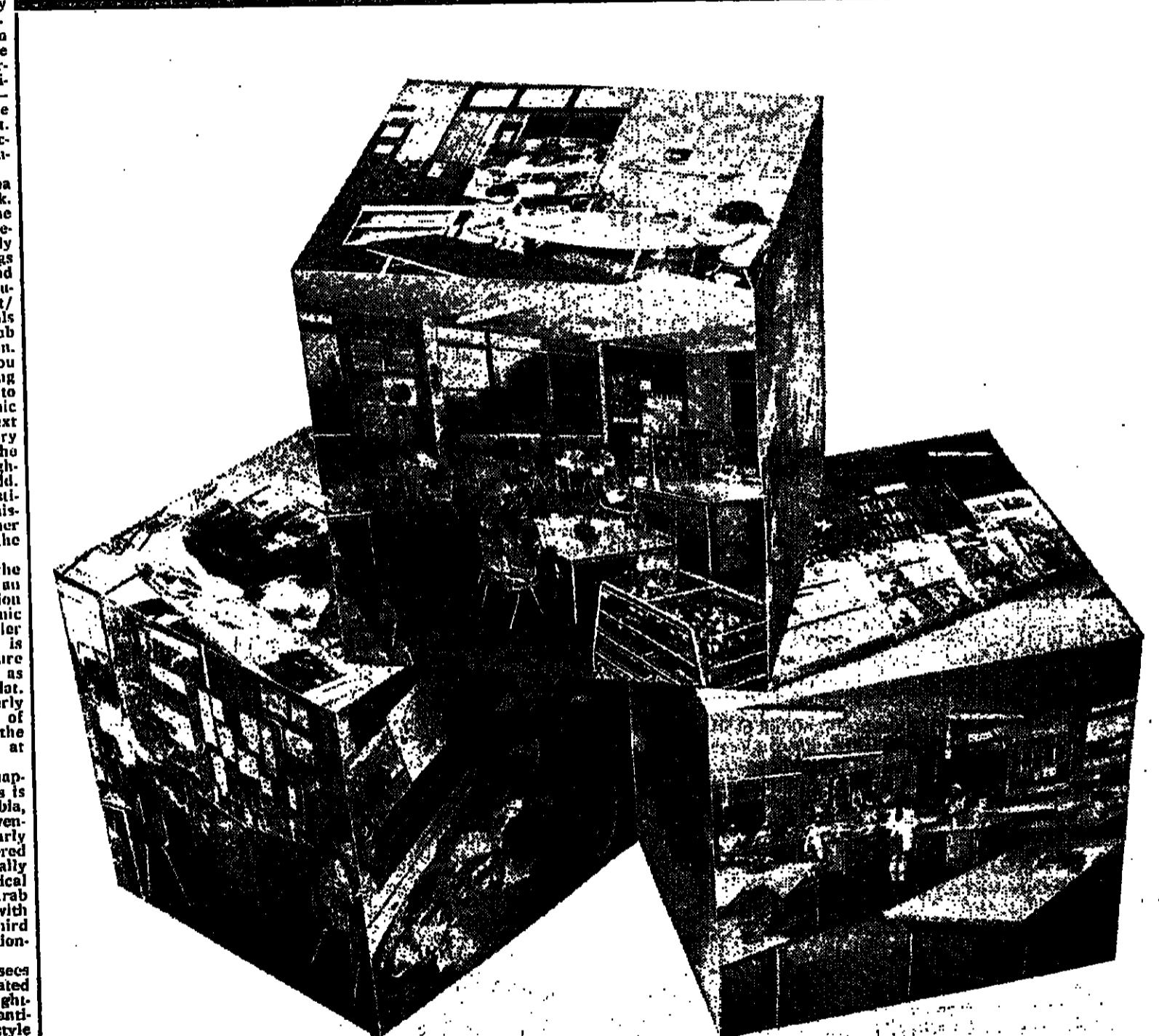
After outlining the heritage as it came from Islam and as it was perverted during the colonial period, Professor Qureshi argues that religion must play a decisive role in the education of the new generations. Only then can a morally upright and integrated personality grow in the individual and a healthy society emerge at the collective level.

He rejects the idea of juxtaposing some religious education with a secular system of education. The Aligarh movement comes in for sharp criticism.

Soviet educational policy and Russian strategy for the Muslim world in general and for Pakistan in particular are fully discussed. The use of foreign languages as a medium of education is sharply criticized and its disastrous effects on Muslim India spelled out. Economic approaches to educational planning are systematically examined.

The inclusion of a quantitative profile of Pakistan's educational system would have been of great help to the foreign reader. None the less, *Education in Pakistan* is a product of rigorous research.

Khursid Ahmad



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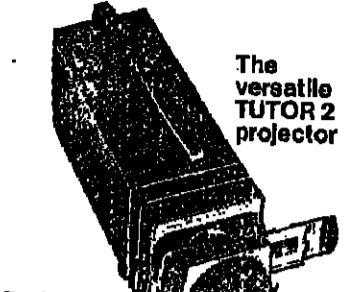
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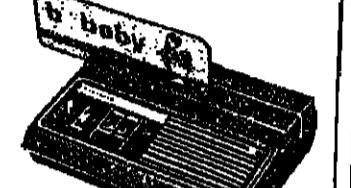
Colonel Gaddafi: "Third Way".



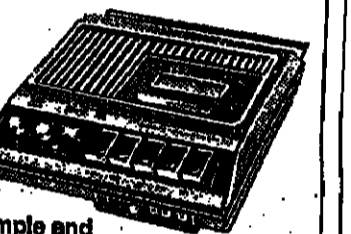
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RELIGION in a WESTERN EUROPEAN CONTEXT

Next week's issue of the TES will carry special articles and reviews on all aspects of religion, and religious education.

Scholarship in the world of Islam is suffering from academic schizophrenia. Muslim scholars are caught between the powerful memory of a great past and the equally strong expectation of a great future.

Nevertheless, Muslim masses throughout the world still respond to the call which makes a direct projection from the great past, which is an uncharted and 'great future' which is at best a distant dream.

This call has been used as a political weapon to arouse the Muslim masses first against the colonial powers and then to whip up support for nationalist parties and their leaders.

The misuse of a popular idea usually discredits the idea and its variation, slogan or an entirely new idea. Not so with Islam. In spite of all the misuse it has suffered, the hold of the idea that Islam as a dominant civilizational force is bound in the end to re-emerge, shows no sign of weakening.

The great strength of Islam lies in the fact that its followers are able to attribute all failure to the human and 'enemy' factors. It is never the fault of Islam itself, as the Holy Qur'an proclaims, is a complete and perfect message.

The life of the Prophet Muhammad is the ideal. The city State of Medina that the Prophet established is the model for all future societies for all times and for all places.

Egypt: national identity stronger than differences

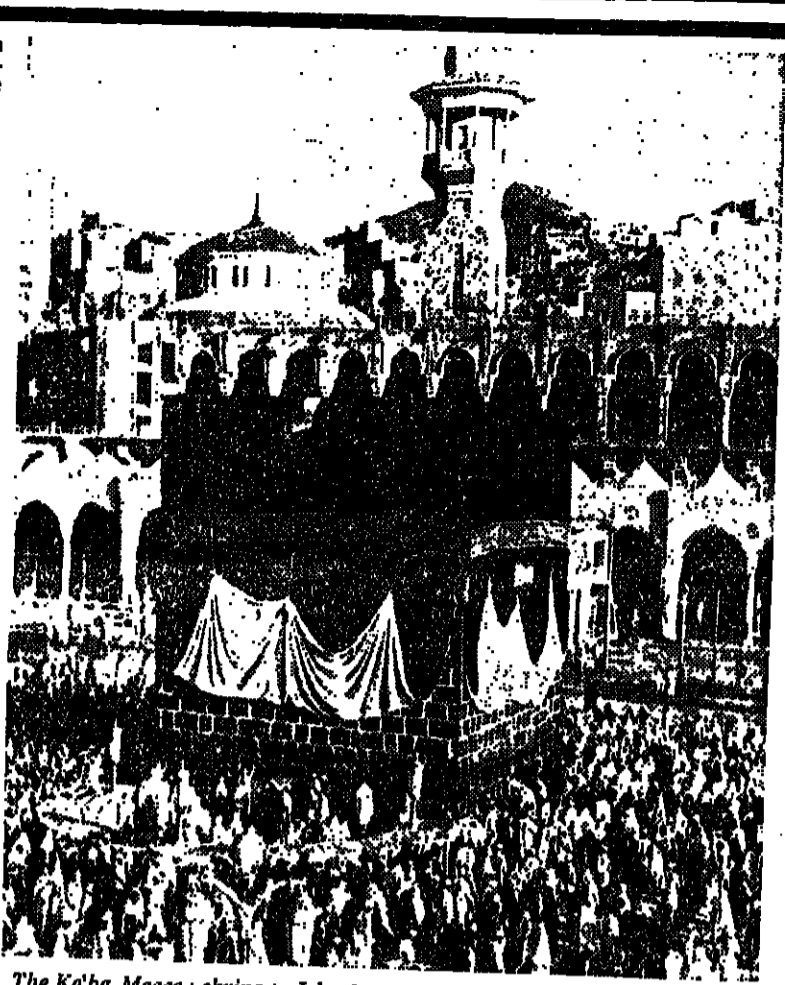
by David Crosbie

'You've been teaching in a women's university college in Egypt?' I am asked. 'Fancy a segregated college in a Muslim country?'

The Egypt I saw was, indeed, a country committed to continuing social revolution and industrial development, but not a society intolerantly destroying traditional institutions merely because they were old.

Despite differences of religion, and despite some striking disparities in income and material prosperity—as, for example, between the affluent and urban middle class Egyptian society, is remarkably cohesive with a strong sense of national identity.

At university level, it is assumed (correctly) that young people have already acquired a sense of national identity and national pride; only one lecture course is devoted to the political and ideological basis of that identity.



The Ka'ba, Mecca: shrine to Islam's past—and its future?

New spirit in old Faith

Kalim Siddiqui argues that radical social and economic changes are necessary in the Muslim world

tem accordingly for relatively short-term goals. Not so the Muslim educationalist, academic and intellectual. The Muslim academic has to attain excellence and recognition within the secular jungle law of western

intellectualism; he has to establish his credentials by the rather different (but even more exacting) standards of Islamic learning, and he has to produce operational policy alternatives that might lead to a projected 'great future'.



Al-Azhar, Cairo: the world's oldest university.

tion in Islam as part of their study and many attend the ancient University of Al-Azhar. For reasons of tradition, Al-Azhar has a separate women's college. The Ain Shams Women's College, where I was teaching, is the result of historical accident.

David Crosbie lectured in Cairo under the auspices of the British Council. He is now a postgraduate student at Edinburgh University.

In this situation, schizophrenia is inevitable. Temporary Muslim or 'Islamic' literature, not to speak of social and economic behaviour, is a reflection of those often conflicting forces bearing down upon a relatively small number of Muslim educationalists.

These educationalists, now in Mecca, face an unenviable task. Education itself is the least of their problems. The major question is 'education for what?'

Two examples should suffice. First, the political identity of the world of Islam now lies divided into relatively small 'nation states'. The concept and structure of 'nation state' is entirely alien and totally alien to Islam.

In that case the Muslim educationalist has to produce the blueprint of the political order that will replace the Muslim nation states, however distant a future that might be.

Second, the economic system that now prevails in all Muslim societies is feudal and capitalist to a point that its origin in Islam can neither be traced nor justified.

Indeed, the fact is that Muslim capitalism is as ruthless and destructive of Islamic values as western capitalism. To put it bluntly, the economic system of Muslim societies bears no resemblance to the economic system of Islam.

In short, Muslim scholars and educationalists will have to produce a philosophy of change and a strategy of change within the epistemology of Islam. They will have to incorporate these into educational systems that are, for better or worse, under the control of the present generation of Muslim governments whose commitment to Islam is at best marginal.

The task is not impossible but may take more sustained effort to achieve than a single conference.

Kalim Siddiqui is director of research and planning, the Muslim Institute, London.



KINGDOM OF SAUDI ARABIA KING ABDUL AZIZ UNIVERSITY MARCH 31—APRIL 8 1977 Mecca First World Conference on Muslim Education

Aims and Objectives

by Shalikh Ahmad Salah Jamjoom

'Islam does not believe in or encourage confrontation between Man and Nature. It teaches man to be 'Natural' and thus work in harmony with Nature. Islam teaches man that his basic nature is constant and hence moral values are constant—Truth, Charity, Mercy, Righteousness are constant factors. A man may be 'primitive' in so far as his knowledge of modern facilities is concerned but he may have a highly developed sense of values. Islam also shows how these values are integrally related to the Divinity that God has breathed into Man.'

Shalikh Ahmad Salah Jamjoom: chairman, organizing committee of conference, and founder of King Abdul Aziz University, Jeddah/Mecca.



The idea of a World Conference on Muslim Education was generated by the realization that all branches of knowledge in the modern education system that we have borrowed from the West are dominated by secularist and hence anti-Islamic concepts. We must substitute them with Islamic concepts in order to save future generations from being impregnated by unreligious modes of thinking and to strengthen their faith in the potentialities of Islam.

In the name of liberalism in the West, the basis of faith has been questioned, religious values have been dethroned from the central position they used to hold in their societies and hence young men and women are suffering from a complete lack of direction. Individual freedom has been given such a status that individual realization of partial reality seems to be the only criterion left for the individual to follow.

The permanent norm of a God-given code of life which formed at one time in the West the unquestioned source of intellectual life has been torn to pieces. The alternative devised by a group is a new sort of man-made dogma—the communist millennium. It divides and rejects Divinity in Man and concentrates entirely on material existence on this Earth.

And in both the liberal West and the communist world all branches of knowledge, especially natural sciences and social sciences, are controlled and directed by ideas which are entirely antithetical to the Islamic approach. Natural sciences are controlled by the West as a

super magic which can help man to twist and torture and alter Nature whereas Islam teaches man to explore Nature in order to learn God-given laws so that he can use it for his own benefit.

Islam does not believe in or encourage confrontation between Man and Nature. It teaches man to be 'natural' and thus work in harmony with Nature. Similarly, 'social sciences' have grown in the West as a discipline which demands that man should not believe in any predetermined code for a society but accept the principle that the society is a continually evolving and changing phenomenon. This means that there is nothing permanent or unchanging in human nature. Hence values also go on changing.

Islam, on the other hand, teaches man that his basic nature is constant and hence moral values are constant—Truth, Charity, Mercy, Righteousness are constant factors. A man may be 'primitive' in so far as his knowledge of modern facilities is concerned but he may have a highly developed sense of values. Islam also shows how these values are integrally related to the Divinity that God has breathed into Man.

Thus we see in every sphere of knowledge a conflict between the secularist and Islamic assumptions and ideas. Unless we have our own textbooks based on Islamic concepts, unless these concepts are formulated by scholars on the basis of planned, extensive and intensive research, our children will get brainwashed and later on our society will become as permissive and as goalless as the Western societies are, or as the communist, etc.

as it has invaded Europe and East and South Asia.

On the basis of these ideas, a conference was planned. It was felt that education was the problem out of our Muslim country but of all Muslim countries and a large number of scholars are needed to tackle this problem. Hence this conference was called by King Abdul Aziz University—a conference supported now by His Majesty the King and the entire Saudi government. More than 160 scholars are coming from abroad and more than 120 local scholars are participating.

OBJECTIVES

- 1. To define the principles, aims and methodology of the Islamic concept of education;
2. To suggest ways and means of realizing the above principles in practice; and
3. To formulate methods of securing mutual understanding and cooperation among Muslim scholars all over the world.

The first objective implies that we want the scholars to define in concrete terms the aims of education from the Islamic point of view. This further implies that the Islamic concept of human nature has to be stated clearly and we should know how education can train sensibility in order to enable man to proceed in the path of righteousness which leads to his destiny as Khalifatullah (God's vice-regent). As this cannot be done without indicating the relationship between knowledge and the training of children.

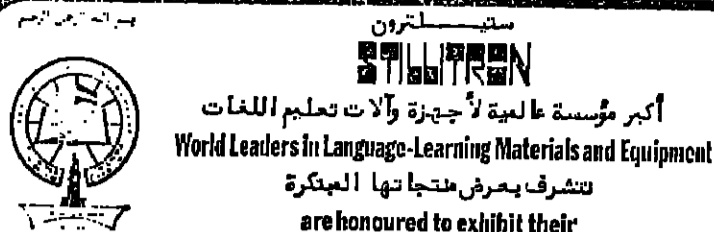
sensibility, a re-classification of all existing branches of knowledge has to be done.

The second objective deals with concrete methods of realizing the above goal. We expect that scholars will indicate all basic problems in various fields of knowledge and suggest research projects and projects for preparing textbooks and also recommend ways and methods of training and recruiting teachers so that the right sort of training for pupils may be secured.

But as all these cannot be achieved without mutual cooperation and understanding among the scholars of different Muslim countries the third objective has been laid down. The conference is expected to suggest ways and means of overcoming language barriers, securing a common language for the Muslim world and getting scholars and opinions exchanged.

Along with this the conference secretariat has carried out an extensive survey of education of Muslims both in the Muslim world and the non-Muslim world. These surveys throw considerable light on the present condition of education of Muslim children. The conference is expected to suggest solutions for problems not only for the Muslim world but also for Muslim children in the non-Muslim world.

We hope that these deliberations will be of use for non-Muslims as well because the aims of education and the methods of realizing these aims will deal with some fundamental metaphysical questions which non-Muslims, especially in the West, will find, we hope, helpful and suggestive for themselves and their children.



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Towards the renewal of the ancient university

by S. M. Hossain

The original teaching system of the Muslim world fell into two groups, the elementary and the higher education. In both the elaborate system of instruction which we have in our schools, colleges, universities and other educational institutions was conspicuously absent. The system was not governed by a set course of studies, controlled by regulations of all kinds and subject to periodic official supervision. It was, in fact, a magnificent experiment of public enterprise in education, free public instruction, freedom of teaching and freedom of studies—an amazing anticipation of the most modern conception of education.

The state had very little to do in the beginning; only later did it come forward to supplement the public efforts for diffusion and promotion of learning. And when the state extended financial support it did not impose any restriction or control in the matter of teaching. There were no fixed rules as to the number and period of lectures and holidays. All these depended on the inclination or discretion of teachers. For example, Abdullah b Abbas lectured an entire day on the interpretation of the Qur'an, law, the Muslim conquests, poetry and the works of the Arabs; Hasan al-Basri was in the habit of teaching till past midday; Shafi'i began at dawn with the Qur'an and went on till noon with classes in traditional discussion, Arabic grammar and poetry.

The early Muslim educationists fully realized the great importance of the personal contact of the teachers with the taught. They were well aware of the moulding and ennobling effect of such contact with the students and the enduring influence it had on the students' lives. Their method of instruction thus included tutorials and discussion groups both in college and in student houses and halls of residence.

In all the stages of the development of Islamic education the teacher held the same independent position. In this system of education, teachers were the fountain-head. Degrees were valued because of them, courtesy to the modern practice where the teacher is a paid employee and the institution is employer. Today the value of a degree depends on the institution while in the Islamic system of education not only the value of degree but also that of the institution itself depended on the merit and scholarship of the teacher. The system of education in the mosque, inaugurated by the Prophet and expanded by his companions, was a wonderful drive for adult education among the Muslims. It was purely voluntary and entirely free.

In many mosques there were different halls and annexes to provide accommodation for classes as well as lodgings for students and teachers. The builders of great old mosques are now honoured for establishing both colleges and Houses of God. The big mosque in a large city invariably had a big college attached to it (jami) from which the term jami'a has later been derived as the name of a university.

Separate institutions for higher studies called madrasas did not come into being until 350 A.D. Of the numerous madrasas which filled Baghdad, Nisapur, Cairo and other cities of the Muslim world, Nisapur, Mustansariya, Azhar, Dar al-Im, Dar al-Hikmat and Madrasa were prominent. Not only theological subjects were taught in these madrasas but they also had facilities of medicine, philosophy, applied sciences and so on.

A madrasa for women was established in Cairo in 634 AD by the daughter of Mansur Sultan. Another, known as Khanun erected a madrasa for women in Damascus. Another madrasa was founded by Zaimurad, wife of Nasiruddin of Aleppo.

Every great mosque built by the Muslim emperors had a full-fledged madrasa attached to it. A chapel

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For details of other posts available at the University please see facing page.

How Britain was slow off the mark

by Tim Devlin

The possibilities in the Saudi Arabian education market were realized by the Americans and the Germans and by many of Britain's other industrial competitors many years ago. The flag for Britain was flown by the British Council during the 1960s after it managed to get a villa in Riyadh. But it acted mainly as a centre for English language teachers. It was not until 1975 that the Council began its Paid Educational Services exercise and the possibility of negotiating multi-million pound package deals for British contractors in Saudi Arabia first emerged.

The Saudis need the kind of expertise that Britain can give if they are to carry through their ambitious five-year plan to 1980. This aims to transform the country into a thoroughly modern technical nation training a new generation of middle management Saudi technicians. They could particularly benefit from British experience if they are to set up their own version of the Open University in Riyadh, training teachers and broadcasting programmes to schools.

But most of the expertise and equipment can also be got from America, which has pumped millions of dollars into the kingdom since the end of the Second World War, and where many of the members of the all-powerful Royal family, who form the ruling Council that decide the country's future, have been educated.

The Saudis do not like, however, to put all their contractual eggs in an American basket, especially if there is a chance of major Arab-Israeli hostility. So, since many of their own programmes are

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Modern languages in the Muslim world

In the more recent past, it has been considered perfectly acceptable in the Muslim world for middle and lower management positions to be filled by expatriate employees. Political, social and economic changes, rapidly accelerating in pace and affecting all levels of the population, have made this attitude untenable; national pride, common justice and political expediency make it essential to educate a wide spectrum of the indigenous population.

After basic numeracy and literacy perhaps the most essential skill, particularly for those countries in which a language little known outside the territory is the mother tongue, is a working knowledge of the main modern languages.

Because these must be taught to people who may not be used to absorbing information from the printed word, modern methods using audio-visual systems and language laboratory techniques have been found the most effective.

Traditional methods of language teaching, embodying the rote-learning of grammatical paradigms and of irrelevant vocabularies, are now widely discredited. The recent survey on language teaching conducted in Britain by the Department of Education and Science has shown a horrifying drop-out rate even among the more academic students being taught on these lines.

The need is for a language teaching method which motivates and interests the student, which imparts the required skills simply and quickly, and which achieves an acceptable retention rate. It is being taught on these lines.

The need is for a language teaching method which motivates and interests the student, which imparts the required skills simply and quickly, and which achieves an acceptable retention rate. It is being taught on these lines.

The most modern methods suggest that the best way of learning is for the pupil to listen to the teacher, then to repeat what he has heard; and that it is exactly how students in Muslim youth have learnt the Qur'an for centuries.

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Pitfalls of western religious studies

Afzal Rahman argues that the 'secular' teaching of religion in schools in the west is undermining Muslim communities

As Britain and some of the other western countries are becoming multi-cultural and multi-religious societies, the nature of religious education is undergoing a dramatic change.

But the changes have been so great that even the British Council of Churches is now saying "that since the local education authorities' schools can no longer be expected to carry any more responsibility in principle for Christian nurture than for the nurture of Muslims, Jews or Humanists, local churches must accept full responsibility for the Christian nurture of their youth".

The Birmingham syllabus, for example, takes the view that the subject should be Religious Education—emphasizing both these words. The religions which contribute to be the major content of study will be presented in order to increase understanding and to encourage personal growth and independent response to living.

This approach has also been supported by the Free Church Federal Council which accepts that the syllabus should include "the ideological strands of those unable to accept or practise the tenets of any religious faith".

The discussion document produced by the Religious Education Council concludes: "the subject should be regarded as helping pupils to become educated about religious and other life stances and to be both appreciative and critical of them".

A very similar statement was issued last year by the Christian Education Movement which sees religious education as education which will help children to find their own beliefs.

The Humanists go beyond this and insist that if religion is considered an integral part of education, then "it must also be accepted that non-religious belief has a basis and integral place".

This liberal attitude towards religious education is stressed in a book entitled Discovering an Approach. It is the work of a Schools Council curriculum development project, Religious Education in Primary Schools.

It emphasizes that any programme of religious education for children ought to take account of the ways in which a child comes to terms

with his world. It must build upon his everyday experience and take note of the influence upon him of home and society.

Thus there seems to be a general trend among all opinions, including religious as well as secular, towards more liberalism in religious education leading almost to a non-religious or an irreligious type of religious education in schools.

This type of education is diametrically opposed to the Islamic philosophy of education. There is bound to be a dominant Christian element in multi-faith studies and all other religions, including Islam, will be taught by Christian or other non-Muslim teachers who will not, for obvious reasons, present the true picture of Islam.

Many Muslim parents living in the West are worried about the religious education of their children and the influence of Christianity and of Western culture in the schools.

A sound and balanced Islamic education is necessary to protect our young generation from the onslaught of Western influence and to keep them within the fold of Islam as practising Muslims.

The philosophy which dominates Western culture in general, and Western education in particular, is not only diametrically opposed but also positively hostile to the Islamic philosophy of life. Young Muslims find themselves in a society where their friends and others dance, drink and freely move in mixed gatherings with persons of their choice and have unrestricted relationships both before and after marriage.

They are not bound by any moral and religious values or social norms. In view of these un-Islamic forces and unhealthy social and educational surroundings Muslim youth must be equipped with sound Islamic education and trained to believe in Islamic philosophy and live in Islamic culture.

Only a very genuine effort on the part of the Muslim community and a comprehensive system of education and training can protect the new Muslim generation living in the West from the unhealthy trends and temptations.

There is no doubt that the majority of the people are aware of the dangers to which their children are exposed in Western society. But they do not fully appreciate the serious risks dangers are. Moreover, many of them are not equipped to provide the necessary education and training to their children to face this danger.

It is, however, vital that Muslims should give top priority to the religious and cultural education of their children in the West before they are completely lost in the materialism and atheism of a secular liberal society.

Afzal Rahman is chairman, the Muslim Educational Trust, London. This article is an edited extract from his paper to the conference.



Muslims praying in Hyde Park during last year's World of Islam Festival.

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Indonesia: a mixture of religious and secular

When Indonesia proclaimed her independence in 1945 the prevalent educational concern among the Islamic oriented people was how to produce educated young people fitting the needs of the time but still devoted to and conscious of their religion. They wanted to fill the gap which had been created in the past by the two separate educational systems of religious and "general" schools.

by Deliar Noer

One of the weaknesses of the religious school system in the pre-independence period was that there was no common standard. Schools which were able to recruit well-trained staff members—and these were only a few—were able to organize a more or less acceptable curriculum. But many schools were not able to do this and were staffed by less qualified people. There were no standard textbooks; those in use ranged from those used in Dutch government schools to those intended for students in Arabic-speaking countries, classical religious books of the Middle Ages, and also books written by a few of the recognized Indonesian religious teachers. Often the teachers dictated their own lessons to the students.

The Ministry of Religion soon set up a special section, charged with the task of seeking to further the "education and instruction of the Islamic and Christian religions", the "appointment of religious teachers" and the supervision of religious education. The ministry was also able to give some guidance to the teachings of Islam at the general elementary schools.



In "general" schools classes are mixed. Here pupils learn weaving.

After independence in 1949 a new start was made to develop a syllabus for the general schools. The Sumatra and Java plans were both replaced in 1951 by a new one which seemed to be a compromise between the two. Religion was to be given at the elementary general school from the fourth grade. However, in "extraordinary areas" religious instruction could be given from the first year.

While it has been difficult to find the right teachers in religion for the general elementary and the secondary schools, it is still more difficult to find the right teachers in religion at the ordinary universities. At this tertiary level institutions religion has been a compulsory subject since 1960.

The development of religious instruction at the general elementary and secondary schools, as well as the introduction of religious courses at tertiary-level institutions after 1965, reflected the existing ideas in religion at the ordinary universities in general in Indonesia from the pre-independence. The first question was related to the compatibility or incompatibility of Islam with the needs of modern times.



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The aim of colonial educational policy was "to form a class of persons Indian in blood and colour, but Englishmen in tastes, in opinions, in morals and in intellect"

Pakistan and the legacy of British colonialism

by Khursid Ahmad

Pakistan is a new old country: new because it appeared on the political map of the world as an independent country only on August 14, 1947; old because although the country was new, it did inherit a long-established tradition with all its strengths, weaknesses and stresses.

When Britain conquered India its system of education was one of the most advanced in history, with almost universal literacy and specialised institutions catering for different branches and levels of education. "Perhaps there are few communities in the world", wrote a British visitor to India in 1844, "among whom education is more generally diffused than among Mohammedans in India. He who holds an office worth 20 rupees (£1.20) a month gives his sons an education equal to that of a prime minister" (Sleeman, *Rambles and Recollections*, London).

The picture was very different a century later when the British rulers left the sub-continent. The level of illiteracy had risen from zero to 80 per cent. For a total population of 32m in what now constitutes Pakistan there were only two universities, two engineering colleges with an annual output of 123 graduate engineers, two medical colleges with an output of 50 doctors, some 2,500 secondary and 8,500 primary schools.

A highly developed educational system had died a slow death. Only a distorted skeleton of it remained in the form of traditional religious education. On the debris of the old order a new Anglicized system of education was developed which neither conformed with the genius of the people nor was able to produce enough educated leadership to meet the needs of the society.

The new education was imparted through the medium of English and was geared to a system of examinations yielding degrees and certificates which acted as visas to employment in government services.

Education had no roots in the culture and values of the people it was supposed to serve. Instead its declared objective, in the words of the author of the colonial educational policy in India, was "to form... a class of persons Indian in blood and colour, but Englishmen in



The Minar-e-Pakistan, on the site of the passing of the Pakistan Resolution, 1946.

hold in November, 1947, represent a pioneering effort in this direction. The issue was taken up again and again by a number of commissions and committees. The reports of the Commission on National Education (Shahar Report, 1960), the Commission on Student Problems and Welfare (Hamoodin Rehman Report, 1966) and Educational Policy (1972) tried to grapple with the problem, but the educational system, with resulting tensions and frustrations, remains basically unchanged.

There has, however, been significant quantitative expansion of the system. There are now 11 universities. An Open University is about to start functioning. The number of primary and secondary schools in 1976 stood at 52,562 and 736 respectively. The output of graduate engineers has increased to over 1,600 a year. Educational expenditure has increased from 32m rupees in 1948-49 to 2,484.2m in 1975-76, about 1.6 per cent of the GNP.

Free primary and secondary education was introduced in 1972, although 53 per cent of the primary school age population is still without schooling. Schooling is available to only 65 per cent of boys and 27 per cent of girls in the 5-9 year age bracket.

In 1972, primary and secondary education was nationalised. This has reduced commercial exploitation of education in certain areas but has led to excessive bureaucratisation of education and even a widespread decline in educational standards and discipline.

Although Urdu, the national language, is now being increasingly used as medium of instruction, a coherent policy is still lacking. The damage done to education by ambivalence in this respect has been incalculable.

Education is too much directed towards examinations and too little towards development of intellect, initiative, skills and character. Pass percentages are low and there is widespread wastage through failure and drop-out. Literary bias in education continues and research in institutions of higher education is still at low key.

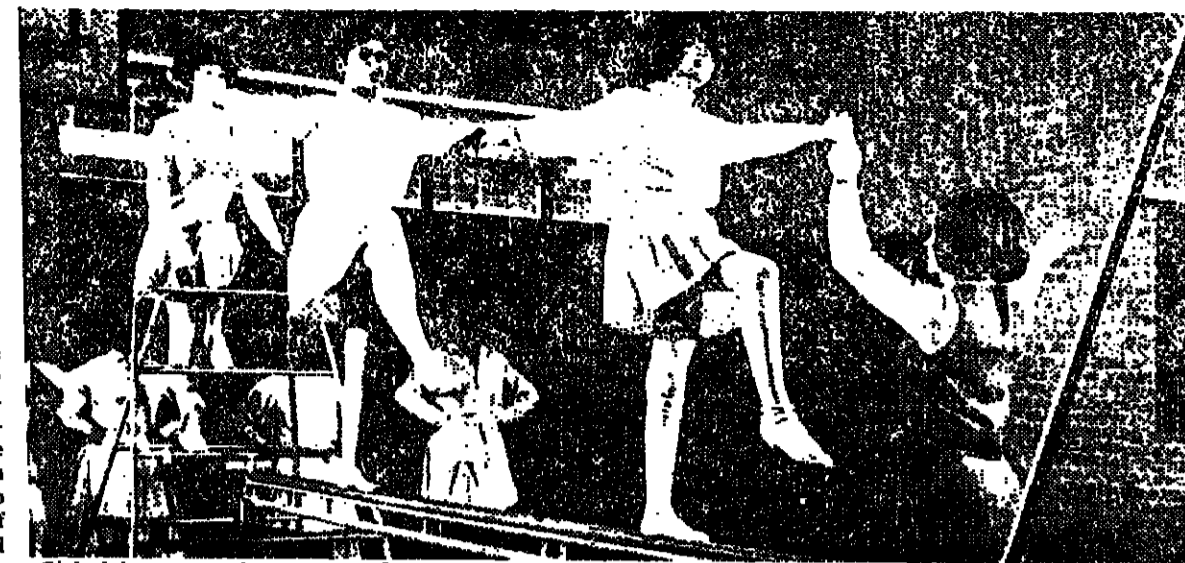
But the most important problem remains education's unrelateness to the society and culture of the people. Western knowledge and education remain what one Pakistani educationist has described as "an exotic plant that has in fact never taken real roots in the hearts of the people". The new-old country is still labouring under the shadow of the old while the new is yet to spell out its blossom.



Tableau of Robert Clive, first Governor of Bengal, in 1758 with Emperor Shah Alam (from Pakistan, Stanley International Ltd).

Anti-feminism: an historical accident?

A. L. Tibawi on the background to education of females in Muslim societies



Girls doing gymnastics at a new school in Kuwait.

There is considerable dissatisfaction in the Muslim world with the continued unfavourable portrayal of the Islamic society by writers and the media in the west. In particular resentment is often expressed at what is regarded as misconceptions about the status of women and at too much preoccupation with polygamy and the problems of the seclusion of women. It is felt that little or no attention is paid by the critics to the great advances made towards the emancipation of the Muslim woman and her education.

One of the standard Islamic comments on this situation is that no society is or can remain static, so why assume that Islamic society is different? Some of those who ask the question ascribe what they regard as bias to a conscious or unconscious echo of centuries of Christian hostility to Islam. Others relate it to modern political conflict with Christian colonial powers during and after their domination of Islamic peoples.

It is also pointed out that even if the derogatory caricatures that appeared in European languages during the first decades of this century had some truth, they no longer apply. The radical political, economic and social development of the various nations constituting Islamic society from Morocco to Indonesia has produced great improvement in the status of women, particularly in the field of education.

Some apologists claim that the improvement was a return to the ideal from the lapses of the age of decadence. Hence the importance of their view of the meaning of the Islamic ideal. They are not ignorant of the possibility that this traditional ideal can be invoked to give an interpretation different from their own. In their eagerness to seek justification for a new line of action or to rationalize accomplished facts they see only the overriding necessity to reconcile modern thought and action with the holy writ.

Thus, the principle of the equality of the two sexes is seen enshrined in the Qur'an (III, 193): "And their Lord answers them: 'I waste not the labour of any that labours among you, be you male or female—the one of you is as the other'."

For education, the principle is further confirmed in the tradition. According to Al-Ghazali, the renowned theologian, Muhammad said: "To seek learning is a (religious) duty of every Muslim, male and female." All learning was originally religious, although the range of this original learning was considerably enlarged through contact with the Hellenic, Persian and Indian cultures.

The incorporation of much of Hellenism in Islamic thought is a basis of the cultural affinity between Islam and Christendom. Hence the adoption of western ideas and techniques in education, both during the period of western domination and after independence, was not a great strain.

The apologists even argued that the process was either in conformity with Islam or its fruits were simply a recovery of what the west had

borrowed from Islamic culture. The age of decadence was explained as the result of foreign invasions, from the Crusades down to European imperialism. The decline of Islamic education was the result of the destruction by the Mongols of such great seats of learning as Baghdad. Such social habits as the seclusion of women also had foreign origin, vaguely connected with converts to Islam who brought in their own former customs.

It is little known that the principal incentive for modernization in Islamic education was military; to acquire the science with which to withstand the encroachment of European armies. There was little room in this for the education of women which remained, as in classical times, the private concern of noble and wealthy families to arrange at home.

Therefore modern education was throughout the nineteenth century Equality of opportunity for males and females. Every Arab country has in its constitution or in its education laws provisions to this effect. Nor is the provision theoretical. In the last 20 years the total number of girls in state schools has increased six times, although, as an indication of past neglect,

perhaps the most striking change is the opening of Al-Azhar University, in Cairo, reputed to be the oldest in the world, to women. This impregnable citadel of the male now has a college of Arabic and Islamic Studies for women.

A. L. Tibawi formerly lectured in Islamic education at the Institute of Education, London University.

Then in 1899 an Egyptian judge published a little book on *Tahrir al-Mar'ah* (*The Emancipation of the Woman*) which provided a modern charter for the feminist movement. In brief, its message was that neither the Qur'an nor Islamic law contains anything to justify restricting the freedom of women or their enjoyment of the benefits of education. All such restrictions originated in social prejudices and inhibitions. From the trend was irresistible. The traditional Islamic schools were supplemented, and eventually supplanted by, modern schools on European lines for both boys and girls. The rate of change varied greatly—slow at the eastern and western extremes, under British and French control respectively, and rapid in the centre which then constituted the Ottoman Empire and its later successors, the Arab states.

Equality of opportunity in education is now guaranteed for males and females. Every Arab country has in its constitution or in its education laws provisions to this effect. Nor is the provision theoretical. In the last 20 years the total number of girls in state schools has increased six times, although, as an indication of past neglect,

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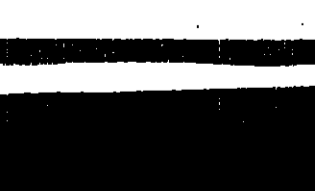
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DORSET Education Committee
NORTHAMPTONSHIRE Education Committee
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NORFOLK Education Committee

Scale 2 and above

DORSET Education Committee
NORTHAMPTONSHIRE Education Committee
NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee
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NORTHAMPTONSHIRE Education Committee
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NORTHAMPTONSHIRE Education Committee
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NORTHAMPTONSHIRE Education Committee

Scale 1 Posts

DORSET Education Committee
NORTHAMPTONSHIRE Education Committee
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NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee

STATES OF JERSEY EDUCATION COMMITTEE
Le Rocquier School (Group B) Co-Ed.
Headmaster: D. R. McGregor
This new School, comprising of suites of rooms for academic subjects, practical subjects block and a P.E. complex will accept its third year intake of all ability children in September, 1977.

Gwent County Council Education Department
Applications are invited from qualified teachers for the following vacancies:
Required for 1st September, 1977:
BLACKWOOD COMPREHENSIVE SCHOOL (11-16) FRENCH. Graduate to teach to C.S.E. and 'O' level.
KING HENRY VIII COMPREHENSIVE SCHOOL, ABERPHISPAH PHYSICAL EDUCATION. Experienced specialist to take the responsibility for directing the full range of girls activities within a large department. Extensive facilities include sports hall, heated indoor pool, all weather pitches, etc. Scale 2 for suitable applicant.
LLANTARNAM COMPREHENSIVE SCHOOL, CWMBRAN (11-16) FRENCH. Graduate to teach to all levels and some French. Scale 2 for suitable candidate.
FRENCH. Graduate preferred to teach all levels of ability up to and including 'O' level.
NEWPORT LLSWERRY COMPREHENSIVE SCHOOL PHYSICS. Graduate who will be assisting in developing the subject at all levels of work in the department up to Scholarship entrance. A good Mathematics graduate with supporting Physics would be acceptable. Candidates who have already applied will be re-considered. Application forms obtainable from the Director of Education, County Hall, Cwmbran, Gwent, on receipt of S.A.E. should be returned to the Headmaster of the school concerned by 18th April, 1977. Successful applicants will be required to submit a satisfactory, medical report on appointment.

NEWCASTLE UPON TYNE Education Committee
WALTHAM FOREST Education Committee
CROYDON Education Committee
GLoucestershire Education Committee
HAMPSHIRE Education Committee
HANTS Education Committee
HARROGATE Education Committee
HAVINGHAM Education Committee
HULL Education Committee
KENT Education Committee
LONDON Education Committee
MIDDLESEX Education Committee
NORTH YORKSHIRE Education Committee
NORTHAMPTONSHIRE Education Committee
NORTHANTS Education Committee
NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee
NORWICH Education Committee
Pembrokeshire Education Committee
REGLING Education Committee
SURREY Education Committee
WILTSHIRE Education Committee
WILTSHIRE Education Committee

SHROPSHIRE Education Committee
TRAFFORD Education Committee
SOUTH EAST ESSEX SIXTH FORM COMMUNITY COLLEGE
NORTHAMPTONSHIRE Education Committee
NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee
NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee
NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee
NORFOLK Education Committee

NEWCASTLE UPON TYNE Education Committee
WALTHAM FOREST Education Committee
CROYDON Education Committee
GLoucestershire Education Committee
HAMPSHIRE Education Committee
HANTS Education Committee
HARROGATE Education Committee
HAVINGHAM Education Committee
HULL Education Committee
KENT Education Committee
LONDON Education Committee
MIDDLESEX Education Committee
NORTH YORKSHIRE Education Committee
NORTHAMPTONSHIRE Education Committee
NORTHANTS Education Committee
NORFOLK Education Committee
NORTHAMPTONSHIRE Education Committee
NORWICH Education Committee
Pembrokeshire Education Committee
REGLING Education Committee
SURREY Education Committee
WILTSHIRE Education Committee
WILTSHIRE Education Committee

INNER LONDON EDUCATION AUTHORITY
Specialist Vacancies for Secondary Teachers
The Authority would be pleased to hear from suitably qualified teachers with experience in the following subjects:
COMMERCE (Office Skills) (Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)
Applications will be to a Scale 1 post in the Authority's General Teaching Service, Inner London allowance (£402 payable in addition to the Burnham salary.

Gwent County Council
Education Department
Applications are invited from qualified teachers for the following vacancies:
Required for 1st September, 1977:
BLACKWOOD COMPREHENSIVE SCHOOL (11-16) FRENCH. Graduate to teach to C.S.E. and 'O' level.
KING HENRY VIII COMPREHENSIVE SCHOOL, ABERPHISPAH PHYSICAL EDUCATION. Experienced specialist to take the responsibility for directing the full range of girls activities within a large department. Extensive facilities include sports hall, heated indoor pool, all weather pitches, etc. Scale 2 for suitable applicant.
LLANTARNAM COMPREHENSIVE SCHOOL, CWMBRAN (11-16) FRENCH. Graduate to teach to all levels and some French. Scale 2 for suitable candidate.
FRENCH. Graduate preferred to teach all levels of ability up to and including 'O' level.
NEWPORT LLSWERRY COMPREHENSIVE SCHOOL PHYSICS. Graduate who will be assisting in developing the subject at all levels of work in the department up to Scholarship entrance. A good Mathematics graduate with supporting Physics would be acceptable. Candidates who have already applied will be re-considered. Application forms obtainable from the Director of Education, County Hall, Cwmbran, Gwent, on receipt of S.A.E. should be returned to the Headmaster of the school concerned by 18th April, 1977. Successful applicants will be required to submit a satisfactory, medical report on appointment.

APPOINTMENTS IN SCOTLAND
LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
EDINBURGH DIVISION
SECONDARY
PRINCIPAL TEACHER
DUNSMOOD HIGH SCHOOL
Responsibility allowance £12,266 (subject to review)
JAMES O'BRYEN HIGH SCHOOL
Responsibility allowance £12,266 (subject to review)
EDINBURGH DIVISION
SECONDARY
PRINCIPAL TEACHER
DUNSMOOD HIGH SCHOOL
Responsibility allowance £12,266 (subject to review)
JAMES O'BRYEN HIGH SCHOOL
Responsibility allowance £12,266 (subject to review)

SURREY COUNTY COUNCIL
Headships
ESSEX THE CHAMBER RESIDENTIAL
MILWOOD HEADSHIP
FOR MALADJUSTED PUPILS
SPECIAL EDUCATION
Headships
SURREY COUNTY COUNCIL
Headships
ESSEX THE CHAMBER RESIDENTIAL
MILWOOD HEADSHIP
FOR MALADJUSTED PUPILS
SPECIAL EDUCATION
Headships

Baginton Fields School for Physically Handicapped Children. Group 7(S) Head Teacher
On the retirement of the present holder the Authority is seeking to appoint a well qualified and experienced teacher to the post of Head Teacher at the above school from 1st September 1977. Further details and forms of application may be obtained from Director of Education, Council Offices, Earl Street, Coventry CV1 6RS, Telephone 0203 25566, ext. 2446 to be returned by 16th April 1977. Canvassing automatically disqualifies.

MOROCCO

The Centre for British Teachers, at the request of the Government of the Kingdom of Morocco, is expanding its successful English Language Teaching scheme in Moroccan lycées by recruiting a further 80 British teachers for the coming academic year.

- Contracts are from September 1 1977 for two years, but may be terminated in the first year.
- Contracts are renewable.
- Salary (currently under review) is not less than £320 per month free of tax (paid in Dirhams).
- Fares paid to and from Morocco.
- Good medical cover.
- Centre welfare and resettlement advice service.
- In-Service training and opportunities for materials writing.

Qualified graduate teachers with at least two years' experience teaching English to foreigners and with a good knowledge of spoken French. Apply to:

The Centre for British Teachers (M/TE 2)
Quality House,
Quality Court,
Chancery Lane,
London WC2A 1HP.
Telephone 01-242 2982.

OVERSEAS TEACHING POSTS

LECTURER/PROGRAMME ORGANISER IN ELT AND ESP (Tunisia)

The English Department, Bourguiba Institute of Modern Languages, University of Tunis, Tunisia. To direct a Materials Production team and lecture in ELT and ESP. UK degree, postgraduate qualification in ELT and at least 5 years' experience in ELT and ESP including materials production essential. Good knowledge of French and/or Arabic desirable. Preferred age range 25-40. Salary: £5,210 to £7,054 p.a. plus 10 per cent increment. Benefits: Free accommodation overseas and children's allowances and other benefits. Two year contract renewable. 77 PU 17-20

Salary: \$51,100 to \$82,000 per month (approx. £3,300 to £6,000 p.a. at current exchange rate). Benefits: Subsidised accommodation; medical scheme; baggage allowance. Contract with University for 2 or 3 years renewable. 77 PU 17-20

DIRECTOR OF STUDIES (Greece)

The British Council Institute, Salonika. Candidates, preferably in the age range 30-45, should be University graduates with a PGCE with TEFL content and a minimum of 5 years' EFL experience as Director of Studies or Head of Department desirable. Salary: Drs 19,990 to Drs 30,770 per month (approx. £3,758 to £5,808 p.a.). Benefits: annual bonus. Two year local contract renewable. 77 RO 28

ASSISTANT PROFESSOR OF ENGLISH (Liberia)

University of Liberia, Monrovia. To lecture in English Language and Linguistics and set up courses in Remedial English and ESP. A first degree in English or Modern Languages and a Master's Degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years' teaching experience abroad. Preferred age range 25-35. Salary: \$5,210 to \$7,054 p.a. Benefits: Free accommodation; overseas and children's allowances and other benefits. Two year contract renewable. 76 HU 112

LECTURER/TEACHERS OF ENGLISH (Iran)

Irano-British Ship Management Co., Abadan. Lecturer, Senior Teacher and Teacher required to prepare ESP materials and/or teach general and technical English to FCE level to naval cadets and ratings. Lecturer: Degree/teacher's certificate; 1 year postgraduate TEFL qualification; 8 years' TEFL experience including 2 years' specialised ESP. Senior Teacher/Teacher: Degree/teacher's certificate and 3 years' relevant experience essential. One year postgraduate TEFL qualification essential for Senior Teacher desirable. For Teacher: Experience of Materials preparation and ESP desirable. Salary: Lecturer, £3,210 to £6,028 p.a. Senior Teacher, £4,589 to £5,818 p.a. Teacher, £3,732 to £4,374 p.a. Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation. Two year contract with the British Council. 77 HO 32-34

Return fares are paid. Local contract is guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 85 Davies Street, London W1V 2AA.



OVERSEAS Appointments continued

FINLAND

We are an International Home-staffed private language school teaching adult and children aged 10-12 and we are looking for qualified teachers for the coming academic year. The school is situated in the town of Helsinki. The school is a member of the Finnish Teachers' Association. If you are interested in coming to Finland, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

FRANCE

Apply to the British Council for details of the French language courses and the conditions of service. The school is situated in the town of Paris. The school is a member of the French Teachers' Association. If you are interested in coming to France, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

NEW ZEALAND

Apply to the British Council for details of the New Zealand language courses and the conditions of service. The school is situated in the town of Auckland. The school is a member of the New Zealand Teachers' Association. If you are interested in coming to New Zealand, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

GERMANY

Apply to the British Council for details of the German language courses and the conditions of service. The school is situated in the town of Berlin. The school is a member of the German Teachers' Association. If you are interested in coming to Germany, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Education Overseas-Burma Adviser in Education Planning

To advise Director General, Department of Higher Education in identification of priority projects in education field; rationalisation in structuring and restructuring of education systems; strengthening inter-relationship between educational planning and manpower planning. Applicants, aged about 45, should have theoretical and practical experience in field of Education Planning and Statistics, with knowledge of Technical and Vocational Education. Appointment 3 years.

Salary according to qualifications and experience plus variable tax free overseas allowance in range £885 to £2,300 p.a. Superannuation rights may be safeguarded. The post is wholly financed by the British Government under British programme of aid to the developing countries. In addition to basic salary and overseas allowance other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom. For full details and application form please apply, quoting ref. 317, giving details of age, qualifications and experience to:-



Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.
HELPING NATIONS HELP THEMSELVES

THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

Qualifications

Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

Salary £380-£485 per month paid in German Marks. Entry point depends on number of years previous full-time experience. An allowance of £68 per month is paid to married teachers and £22 per month for each dependent child. (DM 4.5 equals £1) Salaries are free of German and British income tax for periods of 12 months and upwards.

Contract Contracts are for one calendar year from August, 1977 (exact starting dates vary according to State).

Teaching Load 20-25 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

For details and application forms: The Centre for British Teachers Limited (T10), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel. 01-242 2982/5.

NORWAY

Birklea, British School, Oslo

Co-educational day school (170 pupils 4-14 years) requires teacher of Mathematics and Science for expanding secondary department. Candidates should be university graduates with minimum of 2 years teaching experience and able to present pupils for London 'O' level examinations. Admin. experience an advantage.

Two year contract renewable, salary paid in Norwegian Knr. Interviews in London. Contact: Sarah Acres on 01-540 8291, ext. 247, for application form or write:

care of Brown and Root (U.K.) Ltd.,
83 Hatfield Rd.,
London SW19 3TR.

OVERSEAS Appointments continued

JAMAICA Apply to the British Council for details of the Jamaican language courses and the conditions of service. The school is situated in the town of Kingston. The school is a member of the Jamaican Teachers' Association. If you are interested in coming to Jamaica, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

GREECE

Apply to the British Council for details of the Greek language courses and the conditions of service. The school is situated in the town of Athens. The school is a member of the Greek Teachers' Association. If you are interested in coming to Greece, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

GERMANY

Apply to the British Council for details of the German language courses and the conditions of service. The school is situated in the town of Berlin. The school is a member of the German Teachers' Association. If you are interested in coming to Germany, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

SPAIN

Apply to the British Council for details of the Spanish language courses and the conditions of service. The school is situated in the town of Madrid. The school is a member of the Spanish Teachers' Association. If you are interested in coming to Spain, apply with your curriculum vitae, references and a recent photograph to: The British Council (Appointments), 85 Davies Street, London W1V 2AA.

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Botswana EDUCATION OVERSEAS

Primary Teacher Trainers

- Mathematics

To teach mathematics to student primary teachers with particular reference to upgrading the students mathematical competence to about GCE O level standard, and providing professional training in teaching of mathematics throughout full primary school age range; to contribute to extra curricular activities of the College. Applicants should have degree in Education with mathematics or degree in Mathematics or allied subjects and post-graduate certificate in education. Non graduate teachers with suitable experience also considered. Applicants should have minimum 4 years' experience teaching in primary or middle school, although other relevant experience may also be considered, and preferably experience in full or part time teacher education work.

Primary Teacher Trainers

- English

To teach English to student primary teachers with particular reference to upgrading the students language competence to about GCE O level standard, and providing professional training in teaching. English at primary school level; to contribute to development of English Language teaching methods; to participate in courses and workshops organised by Botswana Ministry of Education to contribute to extra curricular activities of the College. Applicants should have degree in English as a major subject and post graduate certificate in education. A specialist TEFL qualification desirable. Graduates in other relevant arts subjects with appropriate qualifications and experience and non graduate certificated teachers also considered. Applicants should have minimum 4 years' experience teaching English at primary or middle school level, and preferably experience in full or part time teacher education work.

Secondary Education

- Mathematics

To teach mathematics at secondary level to Cambridge Overseas School Certificate (O level) and assist in extra curricula and pastoral activities of the school. To undertake boarding duties where necessary. Applicants should have degree in Mathematics or allied subjects and post graduate certificate in education. Non graduate teachers with suitable experience in teaching also considered. Applicants should have minimum 2 years' experience in teaching mathematics at secondary level to GCE O level standard.

Secondary Education

- Home Economics

To teach Home Economics (Domestic Science and Needlework) to Cambridge Overseas School Certificate (O level); to assist with in service courses and workshops during vacations; to contribute fully to extra curricula activities at the school. Applicants should have degree in Home Economics and post graduate certificate in education. Non graduate certificated Home Economics teachers also considered. Applicants should have minimum 2 years' experience teaching Home Economics to GCE O level standard.

Secondary Education

- Science

To teach science at secondary level to Cambridge Overseas School Certificate (O level) and contribute fully to extra curricula activities of the school eg Science Club etc. To undertake boarding duties as required. Applicants should have degree in science subjects and post graduate certificate of education. Non graduate certificated teachers with appropriate experience also considered. Applicants should have minimum 2 years' experience in teaching science at secondary level to GCE O level. All appointments 30-36 months, applicants up to age of 55. Graduate salaries (under review) in range £2,551 to £7,241 pa which includes an allowance, normally tax free, in range £812 to £2,730 pa. Non graduate salaries (under review) in range £2,222 to £4,973 pa which includes an allowance, normally tax free, in range £738 to £2,100 pa. Terminal gratuity of 25 per cent pa of basic salary paid to both graduates and non graduates. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £200 and an interest free car purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and application form please apply, indicating post concerned, giving details of age, qualifications and experience to:-



Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.
HELPING NATIONS HELP THEMSELVES

HONGKONG POLYTECHNIC

Applications are invited for the following posts tenable from 1st August, 1977, or as soon as possible thereafter:

HEAD

Institute of Medical & Health Care

To complement the Faculty of Medicine at the University of Hong Kong and the proposed Faculty at the Chinese University of Hong Kong, it is intended to establish within the Polytechnic an Institute offering courses in para medical fields and areas allied to medicine. (The existing Government run Social Work Training Organisation will transfer to the Polytechnic by the start of the next academic year and might at a later date constitute a Unit within the Institute). It is planned to open the Institute in 1978 with courses in Physiotherapy, Occupational Therapy, Radiography, Pharmacy, Opticianry and the Medical Laboratory Technician course.

- Candidates should be qualified in the medical sciences, or in Applied Biology with a background appropriate to Health Care. Extensive experience in both management and teaching no desiderata.
- The initial task will include evolving the academic content of the courses in conjunction with those Departments in the Polytechnic which will provide service teaching; collaborating with the Medical and Health Department, the University, private sector hospitals and Government Laboratories; to provide appropriate clinical training and specialist lectures; planning and equipping the laboratories needed, determining Hong Kong's future needs for qualified personnel in Health Care in its broadest sense and initiating full, part-time or short courses and preparing service courses as required by other Departments.

HEAD

Department of Hotel & Catering Management

This Department is to be established in 1978. It will be a constituent member of the Division of Commerce and Design, supervised by the Associate Director. Initially it proposes to offer a full-time Higher Diploma course of three years' duration, operated on a sandwich basis with alternate training in the Polytechnic and Hotels. This course is primarily to cater for local needs and the Head of Department will be responsible for designing the programme in consultation with local industry. The successful candidate will be required to organise the department, plan and develop the course structure and teaching facilities, recommend equipment if required, participate fully in the work of the Division and promote effective communication with industry and the community.

- Candidates should have:
 - a recognized degree or professional qualification of at least first degree level relevant to the field of study of the department and
 - appropriate training in all departments of a hotel including practical work in the kitchen and restaurant and
 - at least five years' experience in a professional capacity in the Hotel and Catering industry plus five years' experience in a tertiary education institution preferably at Principal Lecturer or equivalent level (these periods may overlap), or a suitable combination of industrial and tertiary level education experience with a total of not less than 10 years and
 - organisational and administrative ability and experience.
- Salaries within a range, but not less than HK\$115,800 p.a. (£14,658) (HK\$ 9 equals £1 at 17th March, 1977)
- Appointments will initially be on a gratuity-bearing contract term of four years but suitable candidates may, at the discretion of the Polytechnic, be considered for conversion to superannuable terms after two years of service.
- Benefits include passages long leave, subsidised accommodation, medical and dental treatment, children's education allowances and a terminal gratuity equal to 25 per cent of basic salary received over the entire contract period.

Further details from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref. HKP/ Completed applications to be returned by 20th April, 1977, or as soon as possible thereafter.



TEACHERS OF ENGLISH (Greece)

The British Council Institute, Salonika 2 Teachers of English. Candidates should be University graduates...

THE BRITISH COUNCIL (Appointments), 65 Davies Street, London W1Y 2AA.

Tameside Metropolitan Borough

TAMESIDE COLLEGE OF TECHNOLOGY EDUCATION DEPARTMENT SENIOR ADMINISTRATIVE OFFICER

Thayside Regional Council

Education Department DIVISIONAL CAREERS OFFICER

METROPOLITAN BOROUGH OF SOLIHULL

Education Department Careers Officer

OVERSEAS Appointments Continued ITALY

SPAIN UNIVERSITY OF DEUSTO

CO-EDUCATIONAL Boarding School

Administration Local Education Authority

DONCASTER METROPOLITAN BOROUGH

EDUCATION SERVICES PRINCIPAL CAREERS OFFICER

HARINGEY London Borough of

EDUCATION SERVICES CAREERS OFFICER

HARINGEY COLLEGE OF TECHNOLOGY

LEICESTERSHIRE Senior Music Adviser

Senior Music Adviser £7,281-£7,905

Leicestershire Senior Music Adviser

Leicestershire Senior Music Adviser

HAVINGEY Education Department

HOUNSLOW Education Department

CO-EDUCATIONAL Boarding School

Administration Local Education Authority

DONCASTER METROPOLITAN BOROUGH

EDUCATION SERVICES PRINCIPAL CAREERS OFFICER

HARINGEY London Borough of

EDUCATION SERVICES CAREERS OFFICER

HARINGEY COLLEGE OF TECHNOLOGY

LEICESTERSHIRE Senior Music Adviser

Senior Music Adviser £7,281-£7,905

Leicestershire Senior Music Adviser

Leicestershire Senior Music Adviser

General BRINT AND HARROW AREA HEALTH AUTHORITY

INSTITUTE OF SWIMMING TEACHERS AND COACHES

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH

MIXED-ABILITY TEACHING PROJECT

Assistant Research Officer

Applications are invited for the post of Assistant Research Officer

Applications are invited for the post of Assistant Research Officer

Education Department Professional Assistant

Education Department Professional Assistant

Education Department Assistant Education Officer

Education Department Assistant Education Officer

Education Department Assistant Education Officer

London Borough of Waltham Forest

West Yorkshire County Council Assistant Education Officer

Applications are invited from suitably qualified persons

Applications are invited from suitably qualified persons

Education Department Adviser for Physical Education

Education Department Adviser for Physical Education

Barnsley Metropolitan Borough Council SENIOR ADVISER

LEEDS CITY COUNCIL SENIOR ADVISER

LEEDS CITY COUNCIL SENIOR ADVISER

LEEDS CITY COUNCIL SENIOR ADVISER

Borough of South Tyneside General Adviser

Borough of South Tyneside General Adviser

Borough of South Tyneside General Adviser

Borough of South Tyneside General Adviser

ADMINISTRATION General continued INTERNATIONAL BACCALAUREATE OFFICER

CHILD CARE Child Care

CHILD CARE Child Care

CHILD CARE Child Care

CHILD CARE Child Care

CHILD CARE Child Care

CHILD CARE Child Care

CHILD CARE Child Care

CHILD CARE Child Care

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CHILD CARE Child Care

CHILD CARE Child Care

Leeds City Council Department of Education CAREERS OFFICER

Leeds City Council Department of Education CAREERS OFFICER

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Leeds City Council Department of Education CAREERS OFFICER

66 Arts/Reviews

Walking, talking, living playwrights

Heather Neill at the Royal Court Young Writers' Festival

"You must observe everything... the antenna have to be out, all the time..." Heather Neill's play 'The Iron Man' is a masterpiece of the Young Writers' Festival at the Theatre Upstairs. The adjudicators found that too many of the plays showed the influence of television and thus an observation of character and situation already filtered through someone else's imagination.

decisions of a "humane" society; that it is possible to come to different conclusions as an individual and as a representative of Authority, while believing oneself right in both cases. But the idea is not explored in depth and the shooting serves mainly as a coup de theatre. The production, which places the action in a shiny, black box of a set contributes much to creating the right atmosphere of formal tension.

Transforming visions

Anthony Masters on Greek plays in Greek

The round of Greek play productions comes to a close with the production of 'The Trojan Women' at the Cambridge Greek Play Committee. The production is a masterpiece of the Cambridge Greek Play Committee, which has returned for its two subsequent productions, to the claims of experience in the distinguished person of George Rylands (collaborating with Pat Easton).

straightforward but strong choreography, highly dramatic lighting. Reaching for their distressingly trendy Birds of 1971, the Cambridge Greek Play Committee has returned, for its two subsequent productions, to the claims of experience in the distinguished person of George Rylands (collaborating with Pat Easton).

School plays

Plunges into the past

D. G. Valentine reviews some productions in the North of England

The sap is rising. A little slower in the north perhaps than in the south, but the signs are all there. Pace Egg Plays in the streets, Hand Be' in the Borders (on the Scottish side the children scrambling for a ball decorated with ribbons—"the head of an Englishman").

Television

What is 'rigging'?

Eileen Molony on 'The Best Days'

Angela Pope has been ill-served by her presenters and publicists. Journalists interested in the media must surely know that a documentary film depends upon the personal judgment of the director, selective editing, and the use of interviews.

Top of the pops

Peter Fanning on community documentaries

"Who'd want to live on school and community documentaries in a dump like this?" was the taxi driver's comment as we drove through that colossal building known as Millthorpe.

Briefings

Radio and tv

Theatre-in-the-Round (Saturday, 06.05, VHF 3) A television programme in which an historian of the theatre traces the origins of theatre-in-the-round and speculates on how it operated in the middle ages.

High calibre opera

Noel Witts

An experiment in musical education of a new kind recently took place on Humberside. The ever-expanding Lincolnshire and Humberside Arts Association commissioned an opera from Anthony and Jim Hawkins, who both have professional and non-professional backgrounds.

Who are these people?

John Peter

I am totally bewildered by the National Theatre's new Julius Caesar. What on earth did John Schlesinger mean by it? I got suspicious right away, when I saw two wooden Tribunes haranguing an impassive crowd who dispersed without emotion.

Film offer

Golden Films supply a complete library catalogue for 50p (post free) and films can be borrowed for five days at a time.

Films covering a wide range of subjects, including travel, sport, animals, cultural and industrial affairs, are offered on free loan by sponsoring companies and organizations through the Golden Films Distribution Service.